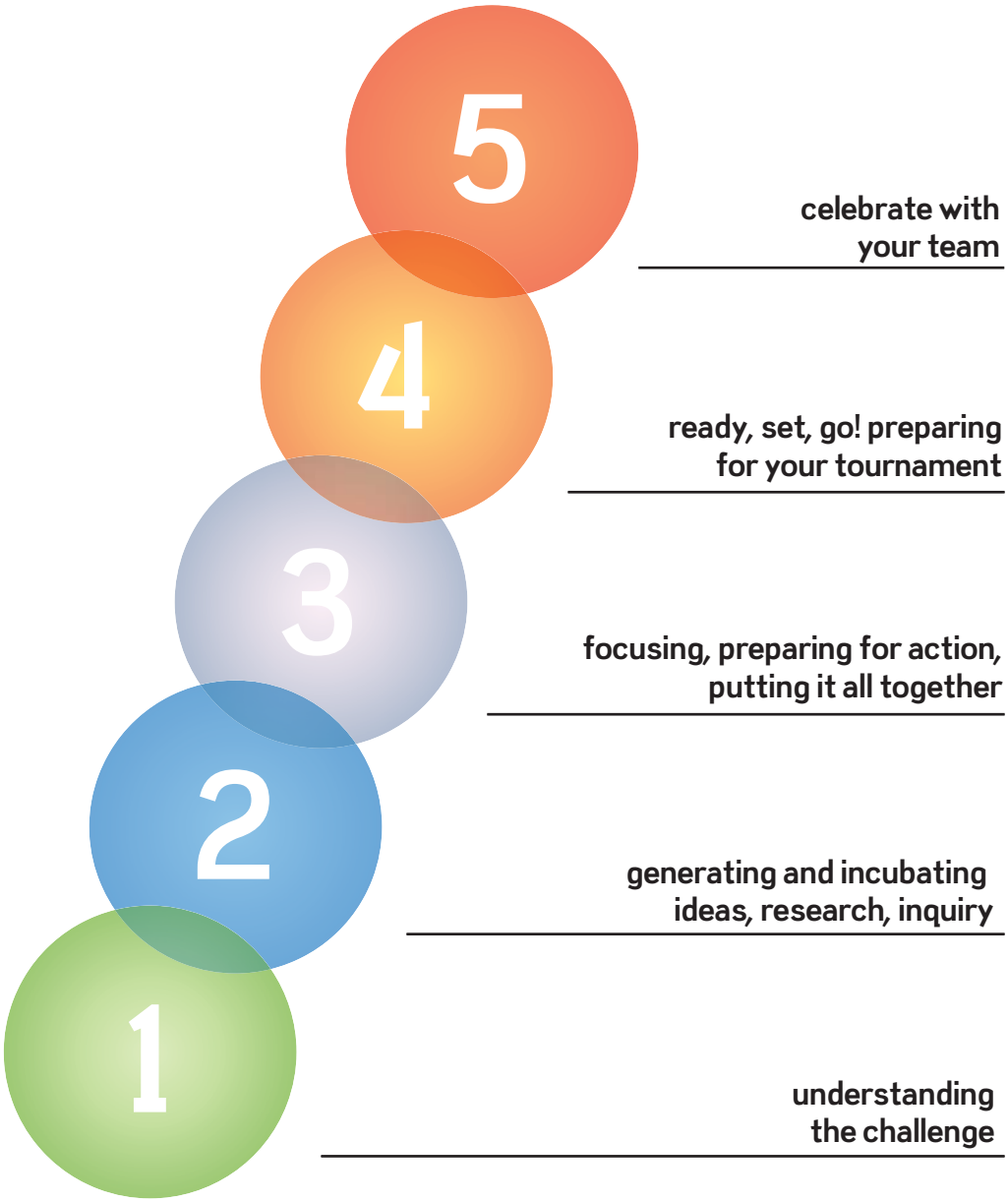
creativity ↗ teamwork ↗ problem solving

BETA

ROADMAP

DestinationImagiNation®



a guidebook to help you navigate your team to a tournament

2010-11

Roadmap: Beta

Destination ImagiNation, Inc.

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how to use this book

A

Print Icon

We have placed the print icon at the top of pages to print before each team session.
Refer to the appropriate "Things To Do Before Your Session" page for how many copies you'll need.

B

Progress Icon

The progress icon provides a visual representation of your progress through *Roadmap*.

C

Activity Icon

The activity icon provides the number and title of the current activity.

D

Section Header

Section headers help break up content into manageable pieces.
They also denote the major procedural sections of activities.

E

Note Icon

The note icon accompanies messages to the Team Manager or team.
You're encouraged to take your own notes in the areas under these icons.

how to use this book

A

B

stage 1 session 1

C

activity 3

paper tower

D

instant challenge

Your TASK is to build a freestanding structure that is as tall as possible and is made only of paper.

time

You will have up to 2 minutes to discuss strategy, and up to 6 minutes to build your structure.

procedure

Part One (2 minutes): Discuss strategy.

Part Two (6 minutes):

- Using only the paper given, build a tower on the floor that is as high as possible.
- You should also try to use the paper in different and creative ways in your tower.
- You may measure the height of the tower at any time, and the tower must be stable for long enough to be measured.

materials

20 sheets of paper

scoring

A. 3 points for each full inch of height of your tower.

B. Up to 20 points for how creatively you use the materials.

C. Up to 20 points for how well your team works together.

E

How did the team do? Use this space to make some notes to read later, so the team can track its progress.

_____

_____

_____

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DestinationImagiNation®

Welcome to Destination ImagiNation!

We are thrilled to welcome you to our family of more than 35,000 volunteers, and we thank you for taking this journey with your team.

Destination ImagiNation is an experience-based activity like no other. Over the course of this season, the children on your team will work to solve one of our *Team Challenges* and practice and solve any number of *Instant Challenges*. By solving Challenges, they will also gain experience in problem solving—a powerful process based on more than 50 years of research that can transform the way that children approach problems for the rest of their lives.

This *Roadmap* is a guidebook to help you manage your team from its first session to a Tournament. You are not required to use this resource, but we hope it eases your navigation of the program. As a Team Manager, you are essentially the team's tour guide: you will facilitate, organize and position the team to gain most from its time in the program. Try to read each session ahead of time. We have included a to-do list at the beginning of each session, and pages that need to be printed for each session are marked with a printer icon.

Please remember that the process is more important than any tangible item the team may create: the journey is more important than the end result. Over the course of the season, your team may experience moments of laughter, struggle, brilliance, failure and success. You will have the opportunity to share those moments with your team, but ultimately the sum of those moments is the team's alone.

As a Team Manager, understand that Destination ImagiNation participants must experience the program in their own way. By stepping aside and refraining from Interference, you will give your team members the opportunity to take ownership of their Challenge solutions. That ownership is a vital element of the Destination ImagiNation journey. It allows participants to learn lifelong lessons through experience, which will affect each participant in an individual, memorable and meaningful way. *Roadmap* only details scheduled team sessions, and much of the team's progress will take place when the team works on its own. If your team is capable of doing so, encourage the team members to meet without you as soon as they are comfortable. As you near Tournament season, the team will need more time than you may be able to give. By encouraging autonomy early on, you will help the team understand it is not dependent on you. (Keep in mind this may not be an option for younger teams.)

We are grateful for the time and effort that you are volunteering, and the children on your team will be forever thankful that you have been a part of their lives.

Please submit feedback along your journey to roadmap@dihq.org! We are excited to know what you think, and also how you think this resource could be improved.

Destination ImagiNation (DI) cheat sheet

who

DI features teams of up to 7 participants each. Our participants range in age from kindergarteners through university-level students. Each team needs an adult Team Manager.

what

Teams develop solutions to DI *Team Challenges* and *Instant Challenges*. They present their solutions at Tournaments.

when

Each season takes place from September through May. Teams typically spend three months developing their *Team Challenge* solutions and practicing *Instant Challenges*.

where

Teams practice wherever they can find space, so they practice in living rooms, garages, classrooms and similar locations! Tournaments typically take place in local schools.

why

Teams participate to have fun, meet new friends and engage in Challenges! Additionally, teams also learn and experience problem solving.

how

You can use this guide to navigate the program, and should you need any help, you can contact DI headquarters at askDI@dihq.org or 856.881.1603.

educational goals of the program

Destination ImagiNation is an experiential activity in which student teams solve open-ended Challenges and present their solutions at Tournaments. Teams are tested to think on their feet, work together and devise original solutions that satisfy the requirements of the Challenges. Participants gain more than just basic knowledge and skills—they learn to unleash their imaginations and take unique approaches to problem solving.

goals

- Foster creative and critical thinking.
- Learn and apply problem solving methods and tools.
- Develop teamwork, collaboration, and leadership skills.
- Nurture research and inquiry skills, involving both creative exploration and attention to detail.
- Enhance and apply written and verbal communication and presentation skills (both impromptu and sustained).
- Promote the recognition, use and development of many and varied strengths and talents.
- Encourage competence in, enthusiasm for, and commitment to real-life problem solving.
- Teach volition and rapid-fire thinking skills.

methods

- Young people of similar age work on teams of up to 7 members over an 8-12 week period.
- No Interference is allowed from anyone outside of the team.
- Adult Team Managers act as facilitators to a team.
- Experienced trainers in all Affiliates provide Team Manager training.
- Problem solving skills are cultivated by using tools.
- Open-ended *Team* and *Instant Challenges* appreciate creativity.
- Individual and team strengths are promoted by *Side Trips*, based on Multiple Intelligence Theory.
- *Instant Challenges* engage participants in rapid-fire critical thinking.
- *Team Challenges* engage participants in sustained problem solving.

assessment

- Tournaments are a celebration of what the team has accomplished and the process learned.
- Solutions are evaluated, and Reward Points are a component of *Team* and *Instant Challenges.*
- Appraisers are trained to reward the process that the team has experienced.
- *Tournament Data Forms* provide opportunity for teams to culminate their experience.
- Special Awards are given for exceptional creativity, teamwork and innovation.
- At the end of the Destination ImagiNation season, teams have an active reflection time.

before you begin...

things to know

problem solving
the importance of the process
get a team number
season timeline
planning a team session

problem solving

Problem solving is a process of approaching problems openly to produce effective solutions. It consists of both creative thinking and critical thinking.

Creative thinking occurs when teams encounter problems that require them to generate options and ideas as they search for solutions. So naturally, creative thinking involves *generating* multiple ideas, imagining unusual possibilities, making meaningful connections and elaborating upon options.

Critical thinking occurs after teams have generated lots of ideas and they need to begin to sort through the ideas and decide those that merit a closer look, those that merit implementation, and those that need to be tested. Critical thinking involves *focusing*, analyzing, synthesizing, organizing, evaluating and judging in order to make effective decisions.

Using idea-generating tools followed by idea-focusing tools will keep a team moving toward a final solution, instead of wandering from idea to idea. As the team creates solutions to Challenges, this process will take place over and over again. It is helpful, therefore, to teach the team some tools to aid them along the way. These tools will be applicable in a wide range of situations: they can last a lifetime for both you and the team.

problem solving (cont'd)

generating ideas (or creative thinking)

There are four goals for which your team should strive when it is generating ideas:

- **Fluency** is the ability to generate many options. Strive for as many as possible! This is the most important ability teams can learn while generating ideas.
- **Flexibility** is the ability to generate options from different categories (such as materials, functions or features), or generate options that are different from the others.
- **Originality** is the ability to generate unusual options (such as words, songs or an unusual combination of materials), or generate some unique options.
- **Elaboration** is the ability to add details to an option (such as listening to others and adding on to their ideas), or generate some detailed options.

When you utilize idea-generating tools, keep these basic guidelines in mind:

- **Defer judgment.** Nothing smothers the free flow of ideas like a sharp critical remark or harsh laughter from another person. To encourage the flow of ideas, make sure no judgmental attitudes are present that make a team member become more concerned with defending ideas rather than generating them.
- **Freeflow and document all ideas.** It is easier to tone down an idea than to think one up. Encouraging wild or silly ideas encourages team members to be imaginative. Placing a premium on that which initially appears far out encourages team members to expand their thinking.
- **Quantity counts.** If there is a large number of ideas to be considered, the chance of finding a really good idea is greater.
- **Piggyback or hitchhike on the ideas of others.** Creative people can learn to be good listeners. Most of us have built on others' ideas or been reminded of something upon hearing an idea from someone else.

problem solving (cont'd)

focusing ideas (or critical thinking)

When the team has generated lots of ideas, it will need to begin to sort through them and decide which ideas merit a closer look. Focusing involves examining possibilities carefully, fairly and constructively. Then teams should focus their thoughts and actions by:

- Organizing and analyzing possibilities,
- Refining and developing promising possibilities,
- Ranking or prioritizing options, and
- Choosing or deciding on certain options.

When you use idea-focusing tools, follow these basic guidelines:

- **Use affirmative judgment.** Don't confuse criticism and critical thinking. Critical thinking should be directed toward guiding beliefs and actions, not just toward attacking ideas or pointing out what's wrong with them.
- **Be deliberate.** Critical analysis is not just a matter of settling on an idea or course of action as a matter of whim. Knowing and using strategies helps teams focus on options and goals, and also helps prevent conflict.
- **Consider originality.** Focus your ideas into possibilities that provide new and better ways to proceed or move forward.
- **Stay on course.** It is much easier to focus and direct your critical thinking in productive ways if the goals and objectives are clear. Test progress by asking, "Are we moving closer toward where we want to be? Will these ideas help us move in a positive, constructive direction?"

the importance of the process

Before you begin working with your team, it is very important to understand three important things about managing a Destination ImagiNation team:

1. **Destination ImagiNation is a process program** that fosters creative and critical thinking; encourages teamwork, collaboration and leadership skills; teaches problem solving methods and tools; and honors and develops the individual interests, skills and abilities of all participants. Sometimes Team Managers worry a lot about the Tournament and forget to see the important strides that their team members are making on their way to the Tournament.
2. **The Team Manager's role is to act as a facilitator throughout the process.** Team Managers can encourage teams to solve their own problems by asking lots and lots of open-ended questions. For example, if a team member asks, "Why won't this gear turn properly?" the Team Manager might answer with, "What are some reasons you can think of that could be keeping it from turning properly?"
3. **Teamwork can be a tricky business.** Every team follows its own progression as it learns to work together, and every step of the progression is necessary. Be aware that some of these steps include conflict and conflict resolution, which are often integral parts of a team's development.

get a team number

First things first! Before you can set off with your team, you need to purchase a Team Number from Destination ImagiNation. Simply go to www.IDODI.org and click on "Start a Team." You will then be given complete instructions for purchase and registration.

If you are the person responsible for registering your team, you will need to know your team members' correct names, grades or birthdates, phone numbers, etc. Collect that information from each team member ahead of time.

There are three types of Team Number Pak:

- **1-Team Pak:** Allows one team. If your team is not part of a school or group program, you will need to get a 1-Team Pak. (The Rising Stars! 1-Team Pak is designed for early learners, who participate in a noncompetitive manner.)
- **5-Team Pak:** Allows up to five teams. If your team is part of a school or group, and there is a Coordinator for all of the teams, check with him/her to find out if your team is already registered.
- **30+ Team Pak:** If it is available in your school, your team may also participate as part of a 30+ Team Pak. Contact your Coordinator or DI Regional/Affiliate Director for information about this category of participation.

You will receive a unique Team Number once your team is registered. This number is very important, and it needs to be on all of your team's paperwork and Tournament forms. If your team is competing in more than one *Team Challenge*, you will need a different Team Number for each Challenge.

You will also need to register in your Affiliate (i.e., your state, country and/or province) and your Region. When you receive a Team Number, your Affiliate will be notified of your participation. They will contact you with information on how to register in your Affiliate and Region.

Destination ImagiNation season timeline

Stage	1				2				3				4				5
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	2-4 Weeks Building your Team / Understanding the Challenge				**2-4 Weeks** Generating and Incubating Ideas / Research / Inquiry				**2-4 Weeks** Focusing / Preparing for Action / Putting It All Together				**2-4 Weeks** Ready, Set, Go! Preparing for your Tournament				CELEBRATE!

Team Challenges take approximately eight to sixteen weeks to solve. Your team may need more or less time, depending on the team and the complexity of the solution it decides to create.

Your team will go through five process stages as it works its way through the Challenge and competes at the Tournament. On the following pages you will find the basic sequence of the stages, the goals on which to focus, and the approximate amount of time the team will be in each stage. Each stage will also suggest several goals for you and your team to accomplish.

Keep in mind problem solving is a messy and somewhat unpredictable business! Stages may overlap, sometimes a team may return to an earlier stage, and often, stages will transition without a clear end to one and start of another. As long as the team is generally moving toward a solution, everything will be all right!

planning a team session

Destination ImagiNation team sessions are social, active and fun. The activity-based team sessions that follow may take 60 to 90 minutes each, and the momentum of the sessions often requires prior planning on the part of the Team Manager. They may also require flexibility, as some teams may require more or less time on particular portions of the sessions.

You will need a space where the team can meet comfortably. Spaces that allow you to leave the team's materials in plain view can be beneficial, as are spaces with worktables and large writing surfaces. Team members should feel at home in the workspace, so they can focus on being creative, having fun and working together.

Here's a loose framework for a team session:

Time	**Activity**
10 minutes	Ice Breaker
15 minutes	*Instant Challenge*
30 minutes	Team Building / Discussion
30 minutes	*Team Challenge* Development

stage 1

stage
1

building your team
understanding the challenge

goals

1) get to know each other
2) learn the basics
3) help your team get started

The first stage of the Destination ImagiNation process is centered on team members building rapport and understanding what is expected of them throughout the season. There are also a number of Performance-based *Instant Challenges*, which are important early in the process. Although the team may find them uncomfortable at first, they encourage openness and acting in the face of anxiety.

In this early stage, be encouraging and simply guide the team through the sessions. Also, feel free to use our tips and suggestions as necessary.

stage 1: session 1
things to do before the session

gather materials

	stack of plain white paper (about 50 pages)
	pens or pencils for each team member
	a yardstick
	markers
	tape
	stopwatch

print copies

	print a copy of "How *Instant Challenges* Work" (p. 23) for each team member
	print a copy of "Paper Tower" (p. 24)
	print a copy of the "Interference Contract" (p. 27) for each team member
	print a copy of "Read the Signs" (p. 28)

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activity 1

by the numbers

Each team member will write the numbers 1 through 5 down the side of a sheet of paper, with plenty of space between each number. Then next to each number, have team members write a different category of favorite thing (e.g., "Movie," "Song Lyric," or "Hiding Place"). Encourage them to think of categories that are unique from those of other team members.

Team members will then pass their papers to the right, and write their favorite things on the papers in front of them. Encourage them to be thoughtful and honest—and make sure they write their names next to each favorite thing! If there are repeated categories, have them think of their second, third or fourth favorite things of the categories. Continue the process until everyone has written on each sheet of paper.

Everyone now has a list of their team members' favorite things! Take time to discuss each list, and keep the lists for your records!

Write down five of your favorite things here!

1
2
3
4
5

activity 2

how instant challenges work

procedure

1. The team stands around a table on which a copy of the Challenge lies face down.
2. If the Challenge requires materials, they will also rest on the same table. Your team may not touch the materials until time starts.
3. When everyone is ready, the Team Manager flips over the Challenge.
4. The Team Manager reads his or her copy of the Challenge aloud. As soon as s/he's finished reading, s/he starts the timer and the team can begin working.
5. The Team Manager makes sure the team follows the timing prescribed in the Challenge. The Team Manager may only report how much time is left if the team asks, or if the *Instant Challenge* lists it in the procedure.
6. The Team Manager scores the team's solution to the Challenge.

discussion

Afterward, it's important that the team members discuss the experience. The Team Manager's job is to facilitate the discussion as necessary, without telling the team exactly what to do. For example, the Team Manager can ask questions like:

- What could you have done differently?
- What was the most difficult part of the performance?
- What could you do to improve in the future?

but the Team Manager shouldn't provide any answers to the questions. Team members need to reflect and assess the process on their own.

note to team

Don't worry about perfection this early in the process. Just focus on having fun and giving it your best shot! This is also a chance for you to get used to the format, procedure and scoring of *Instant Challenges*. Pay particular attention to the scoring, which can help you determine how to best solve the Challenge.

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activity 3

paper tower

instant challenge

Your TASK is to build a freestanding structure that is as tall as possible and is made only of paper.

time

You will have up to 2 minutes to discuss strategy, and up to 6 minutes to build your structure.

procedure

Part One (2 minutes): Discuss strategy.

Part Two (6 minutes):

- Using only the paper given, build a tower on the floor that is as high as possible.
- You should also try to use the paper in different and creative ways in your tower.
- You may measure the height of the tower at any time, and the tower must be stable for long enough to be measured.

materials

20 sheets of paper

scoring

A. 3 points for each full inch of height of your tower.

B. Up to 20 points for how creatively you use the materials.

C. Up to 20 points for how well your team works together.

How did the team do? Use this space to make some notes to read later, so the team can track its progress.

_____

_____

_____

activity 4

program structure

take time to run the team through what it needs to do

the scoring structure

- Solve the *Team Challenge*. The *Team Challenge* is worth a total of 300 points and has two parts: the *Central Challenge* and *Side Trips*. (Except for the Improvisational Challenge, which doesn't require *Side Trips*.)
    - *Central Challenge*: This is a project with a number of requirements that will take your team eight to sixteen weeks to solve. Your team will spend the majority of its meeting time working on the *Central Challenge*.
    - *Side Trips*: *Side Trips* allow your team to create two elements not required in the *Central Challenge*, and integrate them into your Presentation. *Side Trips* showcase your team's "specialties" – your unique abilities, interests, skills and/or talents. You may create anything you wish for *Side Trips*. (Again, there are no *Side Trips* required in the Improvisational Challenge.)
- Solve an *Instant Challenge*. An *Instant Challenge* is a Challenge teams are asked to solve in a very short period of time at the Tournament without knowing ahead of time what that Challenge will be. It is worth 100 points.

team challenges

Your team will most likely spend the majority of its time developing and refining its *Team Challenge* solution. There are seven types of *Team Challenge*: Technical, Scientific, Fine Arts, Improvisational, Structural, Service-Learning and Noncompetitive (for early learners).

instant challenges

The *Instant Challenge* accounts for one-fourth of your team's Tournament score, so your team should pay attention to it! There are three types of *Instant Challenge*: Performance-based, Task-based and a combination of the two. (You can tell quickly what type of *Instant Challenge* it is by looking for the uppercase words "PERFORMANCE" or "TASK" in the Challenge.) Because your team has no guarantee which type of *Instant Challenge* it will be asked to solve at the Tournament, your team should practice all three types.

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activity 5

interference policy

Here's why a lot of Destination ImagiNation participants return every year: Only team members may contribute ideas and create the *Team Challenge* solutions. That means that anyone other than team members cannot contribute to the *Central Challenge* or *Side Trips*. Help from non-team members—including parents, friends and the Team Manager—is called "Interference." Make sure team members and parents review their copies of the following Interference Contract and sign them. These contracts are solely to help everyone understand and follow the rules of Interference. Keep the forms for your team records.

Additional information about Interference is included in the *Rules of the Road*.

Later, when your team attends a Tournament, you will need to fill out a *Declaration of Independence* form and bring copies for Tournament Officials. That form also centers on Interference and can be found in the *Rules of the Road*.

interference contract

team member: our team owns every bit of our team challenge solution

1. Every idea for every part of the solution must come from the members of our team. Our parents, friends, teachers and Team Manager must keep their ideas to themselves.
2. When someone offers to help us, or works on our solution in any way, we will say, "No thanks! We can do it ourselves!"
3. If we get stuck and can't figure out how to solve a problem that arises, we will generate ideas and come up with another way to do it.
4. When we finish our solution, we can proudly sign the *Declaration of Independence* and know that the entire solution is ours.

Team Member Signature:_____

team manager(s): my team owns every bit of its team challenge solution

1. I can facilitate the team's understanding of the Challenge and rules, as well as help them to learn skills, but I must keep my ideas to myself, and my hands off the team's solution.
2. Every idea for every part of the solution must come from the members of my team. They can figure it out for themselves even if it means that sometimes they will have to change their plans and do something another way.
3. At the team's request, I may acquire specifically requested materials for team use. At no time may I ever choose materials for the team without the team's input, and I may never select materials or take actions or ask questions with the idea of leading the team to a solution.
4. When my team does not know how to go about researching and/or acquiring information and materials, my role is to teach them the skills they will use to become independent learners for a lifetime. In other words, I may provide the team with multiple resources, but I may not select or lead the team to any aspect of its solution.
5. When my team is ready to turn its ideas into reality, I will stand by and manage. That means I may facilitate discussions and/or disagreements, help my team manage its time to meet its deadlines, make sure team members are working in a safe manner, acquire items requested by the team, and most importantly, ensure that each individual on the team is valued by the others.
6. When my team finishes its solution, I can proudly sign the Team Manager's line on the *Declaration of Independence* and know that the solution is the team's alone.

Team Manager Signature:_____

Team Manager Signature:_____

parent(s)/guardian(s): the team owns every bit of its team challenge solution

1. I must keep my ideas to myself, and my hands off the team's solution.
2. Every idea for every part of the solution must come from team members. They must figure it out for themselves. That means that sometimes they will do things in a way that will take longer and/or might not be the most efficient or best way (in my opinion). I understand that this is a normal part of the process, and I will not interfere.
3. When my son's/daughter's team finishes its solution, I will be proud that the team members worked so hard and completed the project with their own hands and minds. I will be proud to say that they did it all by themselves!

Parent/Guardian Signature: _____

Parent/Guardian Signature: _____

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activity 6

read the signs

instant challenge

Your TASK is to design two common street signs using the materials provided, and create a PERFORMANCE about characters misinterpreting each sign.

time

Your team will have up to 3 minutes to create your signs and plan a PERFORMANCE, and up to 5 minutes to present your PERFORMANCE.

the scene

Have you ever seen a street sign that was hard to understand? Your team must create a PERFORMANCE that includes signs you have created, characters who misinterpret those signs, and what happens as a result.

materials

- 2 pieces of paper (to be used as the team's signs)
- markers
- 1 yardstick (to be used as a stand for the signs)
- tape to attach the signs

scoring

A. Up to 15 points each (30 points total) for the creativity of the interpretation of the street signs.

B. 20 points if the PERFORMANCE has a beginning, middle and end.

C. Up to 30 points for the creativity of the PERFORMANCE.

D. Up to 20 points for how well the team works together.

This is the final activity for the session. Encourage team members to get their Interference Contracts signed before the next meeting.

stage 1: session 2
things to do before the session

gather materials

	stack of plain white paper (about 20 pages)		4 coffee stirrers
	pens or pencils		2 rubber bands
	scissors for each team member		2 index cards
	stopwatch		1 pencil
	tape measure		6 mailing labels
	1 sheet of paper		10 paper clips
	6 pipe cleaners		12in (30cm) of string
	4 craft sticks		

print copies, etc.

	print a copy of the "Individual Specialties Inventory" (p. 32) for each team member
	print a copy of the "Individual Specialties Tally Sheet" (p. 33) for each team member
	print a copy of the "Team Specialties Tally Sheet" (p. 34)
	print a copy of the "*Side Trip* Specialties Chart" (p. 35) for each team member
	print a copy of "The Eventful Journey" (p. 36)
	print three copies of the "Idea Generation Chart" (p. 38) for each team member
	have space for "Team Name" (p. 37)
	print a copy of "Upended" (p. 39)

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activity 1

high speed high fives

For a quick energizer before this session, gather your team members, and tell them to go around and high five everyone once. Do not tell them you are doing so, but time them while they give each other high fives.

Once all of the team members have high fived the other members, tell them how long it took and see if they can do it again faster. Have them try to get it faster as many times as you want, but don't let the time get so low that the activity starts to become hectic and arms start flailing everywhere!

List your three best times!

1
2
3

activity 2

side trips inventory

The *Side Trips* Inventory is a four-part activity. It is a good session starter because it allows team members to learn more about each other. Instructions are on each form, so simply follow these steps:

1. First, have each team member fill out the Individual Specialties Inventory (p. 32).
2. Second, have the team add their scores on the Individual Specialties Inventory (p. 33).
3. Third, combine all team member scores on the Team Specialties Tally Sheet (p. 34).
4. Fourth, discuss the results and discuss ways to incorporate your team's talents and specialties into the *Team Challenge*.

part one: individual specialties inventory

Scale: 0 – Not applicable 1 – Rarely 2 – Occasionally 3 – Frequently 4 – Usually 5 – Almost Always

#	Statements	Scale	#
1	I like to make up puns, rhymes and jokes.	0 1 2 3 4 5	1
2	When given the opportunity, I love to play brainteaser games that require logical thinking.	0 1 2 3 4 5	2
3	Whenever I can, I listen to music on the radio or on an mp3 player.	0 1 2 3 4 5	3
4	I work best when I can get up and move around.	0 1 2 3 4 5	4
5	I love to do mazes, hidden object and jigsaw puzzles.	0 1 2 3 4 5	5
6	I'm the kind of person who people come to with problems and to discuss important issues.	0 1 2 3 4 5	6
7	I write in a journal or diary to record things that I think and care about.	0 1 2 3 4 5	7
8	I love to be outdoors whenever I can.	0 1 2 3 4 5	8
9	In my artwork, I use lots of patterns using colors and shapes.	0 1 2 3 4 5	9
10	I like to get involved, so I join groups or clubs.	0 1 2 3 4 5	10
11	I like finding just the right word when I write.	0 1 2 3 4 5	11
12	I would like to study about how different people have used certain plants for medicine.	0 1 2 3 4 5	12
13	I like sports and most physical activities.	0 1 2 3 4 5	13
14	I remember most TV jingles and can recall songs after only hearing them once or twice.	0 1 2 3 4 5	14
15	Before I begin a project, I have figured out a step-by-step procedure for myself.	0 1 2 3 4 5	15
16	I love spending time alone pursuing some personal hobbies and interests.	0 1 2 3 4 5	16
17	When I give directions, I draw a picture to explain it better.	0 1 2 3 4 5	17
18	I have strong opinions and tend not to follow the crowd.	0 1 2 3 4 5	18
19	Math and science are my favorite subjects in school.	0 1 2 3 4 5	19
20	I find the reading and writing part of school easier than the math and science parts.	0 1 2 3 4 5	20
21	I love to help others learn new skills.	0 1 2 3 4 5	21
22	I would have lots of pets, if my parents would let me!	0 1 2 3 4 5	22
23	When I do a presentation, I always include music.	0 1 2 3 4 5	23
24	I enjoy doing things with my hands such as model building, crafts, art, or carpentry.	0 1 2 3 4 5	24

part two: individual specialties tally sheet

Print a copy of this sheet for each team member. Have each team member write his or her score for each statement to the chart below, and add the scores as grouped. The sums can help team members determine their individual specialties. The highest totals most likely indicate the areas of their greatest interests or strengths. These results may also indicate the ways in which they best learn!

A. Interpersonal _____ + _____ + _____ = _____
#6 #10 #21

B. Intrapersonal _____ + _____ + _____ = _____
#7 #16 #18

C. Logic and Mathematics _____ + _____ + _____ = _____
#2 #15 #19

D. Musical _____ + _____ + _____ = _____
#3 #14 #23

E. Nature and Environment _____ + _____ + _____ = _____
#8 #12 #22

F. Physical Movement _____ + _____ + _____ = _____
#4 #13 #24

G. Words and Language _____ + _____ + _____ = _____
#1 #11 #20

H. Visual and Spatial _____ + _____ + _____ = _____
#5 #9 #17

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part three: team specialties tally sheet

To determine the strengths of your team, add the total of each team member in each of the eight areas. The team's highest scoring categories should indicate your team's areas of specialty.

Team Member	A	B	C	D	E	F	G	H
1.								
2.								
3.								
4.								
5.								
6.								
7.								
Total								

A. Interpersonal = _____

B. Intrapersonal = _____

C. Logic and Mathematics = _____

D. Musical = ____

E. Nature and Environment = _____

F. Physical Movement = _____

G. Words and Language = _____

H. Visual and Spatial = _____

what if there are many clear-cut specialties indicated?

It can happen that a team's areas of strength are spread evenly across the entire list of specialties. For example, there may be approximately equal scores in the areas of Logic and Mathematics, Music, and Physical Movement. This means the team has several areas of specialty. In that case, the team has even more options for its *Side Trip* creations!

what if the team only seems to have one clear-cut specialty?

This does not mean that the team members do not have many and diverse areas of strength, but rather, that many team members lean toward a specific type of interest or skill area.

In that case, the team should look closely at some of the individual team member's specialties and see if there are any areas that are clear specialties for one or more team members, and generate *Side Trip* options from those areas of specialties.

Tip: Teams do not have to base their *Side Trips* on the specialties indicated in this Inventory. Teams may choose to create *Side Trips* from any area of specialty they choose.

part four: side trip specialties chart

The team can use the chart below for some samples of specialties and ways the team can show them off. These are just some ideas. Teams are not limited to these options.

Specialty For team members who are interested in:	**Some *Side Trip* Ideas** Some ways to showcase this might include:
Interpersonal Working in groups; communicating; socializing; caring for others; showing concern; cooperation; etc.	Demonstration of teamwork well beyond what is necessary to solve the Challenge; group harmony; teamwork in manipulation of props; group communication system; extreme collaboration; cooperative project; etc.
Intrapersonal Exploring their feelings; knowing or understanding themselves and why they do the things they do; understanding their place in the universe; self-awareness; autobiographies; etc.	Developing one or more characters who explore their feelings/thinking/moods/emotions, or assess themselves; writing poetry or music that expresses deep feelings or emotions; etc.
Logic and Mathematics Logic, mathematics; principles of physics; analyzing, comparing and contrasting; identifying patterns; deciphering codes; reasoning; collecting data; etc.	Use of patterns such as tessellations, codes, mazes, puzzles; use of surveys, tabulations, graphs in Performance; use of mathematical principles such as fractions or multiplication; application of principles of physics (machines, technology); use of data, formulas, calculations; etc.
Musical Singing; playing instruments; listening to music; composing music; music appreciation; etc.	Composing original music; singing and/or harmonizing; creating instruments; playing instruments; use of rhythm and/or percussion; creating vocal sounds or tones, etc.
Nature and Environment Understanding and learning about the natural world; categorizing plants, rocks, animals, etc.; ecology and/or wildlife studies; learning about atmosphere, weather, and/or constellations; etc.	Use of ecological issues in Performance; depiction of authentic natural environment, animals, insects, plants, natural habitats, constellations; use of natural resources in Challenge solution; depiction of natural phenomena; etc.
Physical Movement Dancing; physical exercise; acting; working with their hands; martial arts; sports; games involving physical ability; hands on learning; manipulating puppets; etc.	An original dance; physical or gymnastic demonstration; acting out roles; pantomime; use of dramatic bodily movement; construction and/or manipulation of props; etc.
Visual and Spatial Creating visual art; designing; creating pictures, illustrations, drawings, maps; inventing; sculpting; building models; working with color schemes; construction; engineering; creating gadgets; etc.	Sculptures, paintings, posters, mosaics, or other physical works of art; set, scenery, and/or costume design; creating unique and innovative props; creative use of color; innovative uses for ordinary materials; technical design; construction; etc.
Words and Language Working with words, both written and spoken; creative writing; poetry; dramatic readings; debating; telling jokes and stories; playing word games and solving word puzzles; reading and writing plays; etc.	Use of puns, rhymes, poems; use of imagery and colorful words; creating unique and memorable characters; writing and reporting news stories; broadcasts; use of accents; storytelling; presenting a debate on an issue; use of humor; script writing; etc.

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activity 3

the eventful journey

instant challenge

Present a PERFORMANCE in which you show 3 events that take place during a journey.

time

You will have up to 4 minutes to plan your PERFORMANCE, and up to 1 minute to present your PERFORMANCE to the Team Manager.

the scene

Your team must think of a creative type of journey, and then figure out how to show that type of journey.

During the journey, 3 events must happen. You must list the 3 events on a piece of paper and give the list to the Team Manager before you begin your PERFORMANCE.

materials

You will have a piece of paper on which to write your three events. You will also have a piece of paper and a pencil for your team to use as you plan your PERFORMANCE.

scoring

A. Up to 20 points for the creativity of the kind of journey.

B. Up to 10 points (30 points maximum) for the creativity of each event.

C. Up to 30 points for the creativity of your PERFORMANCE.

D. Up to 20 points for how well your team works together.

For this activity, follow the same procedure as the *Instant Challenge* in the last session. Make everyone feel comfortable and encourage them through the process. Remember to discuss the *Instant Challenge* after the team is scored.

Feel free to mark up the *Roadmap* to make some notes to read later, so the team can track its progress.

activity 4

team name

In this activity, the team will experience the problem solving process for the first time. Please refer to page 12 for more information about the process. You will need lots of floor space for this activity.

idea generating

1. Hand out three copies of the "Idea Generation Chart" to each team member.
2. Over the next several minutes, your team will generate ideas quietly. No one should talk in this stage of the process. Have the team members write down their ideas for team names on their papers. Each idea should go in a separate cell of the table.
3. In this stage, the ideas don't have to be fully formed. Encourage fluency of ideas, and have the team members write down anything they can think of, as soon as they think of it.
4. After the team cannot generate any more ideas, have the team use scissors to cut their charts on the dotted lines. Each team member should have a stack of his or her ideas on paper.

idea focusing

1. Next, have one team member present each of his or her ideas, one at a time, so everyone else can understand them. After each idea is presented, have the team member place it on the floor in full view. Have the team member group similar ideas. For example, "flowers" and "petals" might be grouped together.
2. Have the other team members follow by presenting their ideas and grouping them as necessary. They can group their ideas with ideas from other team members.
3. Have the team discuss its favorite ideas or groupings.
4. Each team member has three votes for his or her favorite groupings. Make note of the votes, and you'll have the ideas ranked by popularity!

The problem solving process is applicable in a variety of scenarios, and it's important to become familiar with it. As you continue through the *Roadmap*, you'll revisit the process and apply it in different ways.

Remember, this process is very fluid. Your team can return to generating ideas as often as necessary, even after you have focused your ideas. For example, team members might generate new ideas after seeing other ideas. Simply record them, and make sure they share them! Work toward finding a team name, but don't force the team to pick a name if they can't agree.

idea generation chart

activity 5

upended

instant challenge

Your TASK is to build a tower that is as tall as possible and that can be "inverted" to stand on either its top or bottom. For the purpose of this Challenge, "inverted" means turned upside down.

You will have up to 5 minutes to build your tower, and then up to 1 minute to invert the tower so it stands on its own.

procedure

Part One (5 minutes): Use the materials to build a tower that is as tall as possible.

- The tower may not be attached to the work surface (e.g., floor or table).
- The tower must be free standing at the end of Part One to proceed to Part Two.
- At the end of Part One, the Team Manager will measure the height of your tower.

Part Two (1 minute): Invert your tower so the bottom of the tower is now its top.

- No materials or pieces may be removed or added during Part Two.
- You may stop time before 1 minute has passed.
- Your tower must stand on its own for at least 5 seconds to receive score.

materials

- 1 sheet of paper
- 6 pipe cleaners
- 4 coffee stirrers
- 2 rubber bands
- 2 index cards
- 1 pencil
- 6 mailing labels
- 10 paper clips
- 12in (30cm) of string
- 4 craft sticks

scoring

A. 2 points (40 points maximum) for each inch (2.5cm) in height of your tower at the end of Part One.

B. 20 points if you successfully invert the tower in Part Two.

C. Up to 20 points for the creativity of your solution.

D. Up to 20 points for how well your team works together.

stage 1: session 3
things to do before the session

gather materials

	stack of plain white paper (about 50 pages)
	colored markers (a different color for each team member)
	pens and pencils
	tape measure
	stopwatch
	blackboard, whiteboard or flip chart (you can use plain paper in a pinch)
	Destination ImagiNation *Program Materials* (for team review)

print copies

	print a copy of "Junk" (p. 43-44)
	print a copy of each *Team Challenge* title page (from the *Program Materials*) for each team member
	print a copy of "Paper Tower" (p. 24)

activity 1

shape up

Start by handing each of the team members a piece of paper and a different colored marker. Then ask each team member to choose a different shape (e.g., triangle, cube or trapezoid). Have the team members use their markers to draw their chosen shapes three times on their papers, however they choose. Once they are done, have them pass their papers to the right.

Then ask them to draw their shapes three times, however they choose, on the papers now in front of them. Then, once again, have them pass the papers to the right. Repeat until everyone has drawn on each paper. You now have team-created art!

What does this activity tell the team about teamwork? What about the creative process, or collaboration? How can the lessons of this activity apply in other activities? Write down some team comments here. Have your team use this space in the *Roadmap* to make some notes to read later, so the team can track its progress.

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activity 2

review the team challenges

If it hasn't already, your team should start thinking about which *Team Challenge* it wants to solve. The quickest way for teams to get a feel for each *Team Challenge* is by reviewing the Points of Interest, which are listed on the title page of each *Team Challenge*. Take the time to read each of the Points of Interest to your team, and let the team members discuss what they think about the Challenges.

The team should discuss each *Team Challenge*. Because of the nature of the Challenges, teams often take time to rewrite any sections of the Challenges they find unclear. This is very important in future stages, as your team members should have a firm grasp of what they can, and can't, do in their solutions. Have the team pay particular attention to the scoring sections of the Challenge, which break down how the team's solution will be scored. Additionally, the team should also refer to the *Rules of the Road* for an understanding of program rules and their relationship to Challenge solutions.

Your team can also use its knowledge from the "Side Trips Inventory" from the second session of this stage. It can help the team to reflect on individual strengths and team tendencies when choosing a *Team Challenge*. However, don't let the "Side Trips Inventory" dictate the team's choice. The team can choose any Challenge it wants.

It is not necessary for the team to pick its *Team Challenge* right now, but the team should choose before it proceeds to stage two.

activity 3

junk

instant challenge

Present a funny PERFORMANCE in which you explain how some junk ended up in the same place as you.

time

You will have up to 5 minutes to plan your PERFORMANCE, and then up to 2 minutes to present it to the Team Manager.

the scene

Your team has just arrived at an unusual location after months of travel. Unfortunately, people have been there before you! They left all kinds of things lying around, some of which would have been very difficult to get there. The junk includes a refrigerator, a bicycle wheel and 2 other items of your choice.

Part One (5 minutes): Plan your funny PERFORMANCE. Pick a location and create a story about why your team, and the junk, is there. You must write down the name of 2 additional junk items on the sheet supplied to you and give it to the Team Manager before you begin your funny PERFORMANCE.

Part Two (2 minutes): Present your funny PERFORMANCE to the Team Manager.

materials

All items are imaginary. A piece of paper and a pencil also will be available for your team to use as you plan your PERFORMANCE.

activity 3

junk (cont'd)

scoring

A. Up to 10 points for the creativity of the location and why the junk is lying around.

B. Up to 5 points (20 points maximum) for how creatively you use each of the imaginary props in your story.

C. Up to 20 points for how funny your PERFORMANCE is.

D. Up to 30 points for the creativity of your PERFORMANCE.

E. Up to 20 points for how well your team works together.

Have your solutions gotten better since your first *Instant Challenge*? What are some ways your team has improved? What are some things that you need to work on? Have your team use this space to make some notes to read later, so the team can track its progress.

activity 4

paper tower (reprise)

For this activity, you'll revisit "Paper Tower" from your team's very first session. You'll guide your team through the problem solving process to discuss different ways to approach the Challenge. Then your team will solve "Paper Tower" in a shortened timeframe.

idea generating

1. Have your team think of as many approaches to the Challenge as possible. This time, have the team members say their ideas out loud, and have one team member write every idea down (on a chalkboard, whiteboard, flip chart or on plain paper).
2. In this generating session, encourage the team to think of as many ideas as possible, and make sure they defer judgment. When generating ideas, there is no such thing as a bad idea.
3. When the team cannot generate any more ideas, have them vote on the craziest, out-of-this-world idea of the bunch. Make this something for the team to aspire to in every idea-generating session.

idea focusing

1. Next, your team should focus the ideas down into workable solutions.
2. In this session, ask the team to verbalize what they think are the most promising ideas. Why are they promising? What about the other ideas makes them less promising?

reprise

1. When the team has finished generating ideas and focusing them, have them actually solve the Challenge, but only give them 3 minutes to build the tower.
2. Score the Challenge and discuss the experience. Did the extra time help? Why? How can the team get better at using problem solving for *Instant Challenges*?

It's important for your team to get used to the process of generating ideas and focusing them. By practicing the process in a variety of different ways, your team can learn to employ the process quickly and effectively. This is important in *Instant Challenges*, but it also is very useful when attempting to solve real-world challenges.

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activity 5

let's hear it

Have your team stand in a circle. Choose one team member to go first. That team member will say a word and then high five the person on his or her right. The next person will say the first word that comes to mind after hearing the last word, and then will turn and high five the next person. The game continues around the circle as long as the team wants, provided they can remember how many words have been said.

At some point, the Team Manager will shout, "Let's hear it!" Then the team will work its way from the current word back to the original word. We suggest having the movement of the game continue to the right, so team members have to remember what others have said.

Alternately, you can encourage the team to create a full sentence, one word at a time. Once the Team Manager shouts, "Let's hear it!" the next team member says the first word, and following team members try to work their way one word at a time through the whole sentence.

This is the last activity of the third session. Encourage the team to choose a *Team Challenge* on its own. You should also comment on the progress the team is making, and continue to be supportive as the team moves forward.

stage 1: session 4
things to do before the session

gather materials

mini-challenge 1:		mini-challenge 2:		mini-challenge 3:		mini-challenge 4:	
	1 envelope		1 paper plate		2 marbles		1 piece of paper
	1 clothespin		1 rubber band		1 index card		1 rubber band
	1 binder clip		1 clothespin		3 straws		1 mailing label
	1 mailing label		2 jumbo paper clips		3 paper clips		1 balloon
	2 straws		3ft (90cm) of string		1 plastic egg		1 clothespin
	1 plastic egg				2ft (60cm) of string		
for other activities:							
	stack of plain white paper (about 10 sheets)						

print copies

	print a copy of the "Team Calendar" (p. 54-57) for each team member
	print two copies of the "Team Ground Rules" (p. 58)

activity 1

first and last

For the first activity of this session, start by asking the team to come up with a category of noun. For example, they could pick "dog breeds," "automobiles" or "vegetables." Then have one team member start by saying a noun that fits under the chosen category. The next team member then has to come up with a word that starts with the last letter of the previous word. The word should also fit under the category. (For example, if the team is naming dog breeds and the first noun is "Australian Shepherd," the team member can say "Doberman Pinscher," which is both a dog breed and starts with a "D.") The team then goes around until it can't think of any more nouns for that category. The team then picks another category and restarts. Continue until the team is ready to move on to the next activity.

You may want to take the opportunity to set up the "Mini-Challenge Blitz" (on the next page) while the team participates in this activity.

activity 2

mini-challenge blitz

Use the team's energy from the first activity to move into this activity. This activity requires rapid-fire thinking and also invites the team to explore the physical properties of common *Instant Challenge* materials. First, simply go through the four Mini-Challenges in order. After the team has attempted all four, then go through the "Materials Matter" worksheet (p. 50-51). If the team wants to—and if you have the time and materials—you can do the "Mini-Challenge Blitz" again. (You can also use it much later, to reinforce the lessons learned.)

mini-challenge 1

Challenge: Create a device that will move an egg from the floor to the tabletop—without falling.

Time: 4 minutes

Materials: 1 envelope, 1 clothespin, 1 binder clip, 1 mailing label, 2 straws, 1 plastic egg

mini-challenge 2

Challenge: Build an amusement park "ride" for a clothespin.

Time: 4 minutes

Materials: 1 paper plate, 1 rubber band, 1 clothespin, 2 jumbo paper clips, 3ft (90cm) of string

mini-challenge 3

Challenge: Build an obstacle course "maze" for marbles to race.

Time: 4 minutes

Materials: 2 marbles, 1 index card, 3 straws, 3 paper clips, 1 plastic egg, 2ft (90cm) of string

mini-challenge 4

Challenge: Build a device to launch a clothespin as high as possible.

Time: 4 minutes

Materials: 1 piece of paper, 1 rubber band, 1 mailing label, 1 balloon, 1 clothespin

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materials matter

types of materials

The materials used in designing *Instant Challenge* solutions can usually be described as having properties that allow them to function in one or more of the following ways:

- Extenders: used to achieve length
- Connectors: used to fasten
- Controllers: used to contain, confine and carry

make materials work

Take the time to encourage the team to discover ways to interact with common materials and better understand the materials' properties. This knowledge will not only help your team use materials for *Instant Challenge* solutions, but also look at items to repurpose them, or use them in unique and creative ways in their *Team Challenge* solution.

materials matter

think of combinations

- Two straws stuck together, one inside the other, can serve as a longer Extender.
- A straw stuck into a piece of clay will stand erect to help build a tower.
- Using its own glue, an envelope can be stuck to a rolled piece of paper to create a device like a paper ladle.
- Looking at the materials used for the "Mini-Challenge Blitz," what are some other combinations that could help the team? Can the team combine items to create three Extenders, three Connectors and three Controllers?

Extenders

1
2
3

Connectors

1
2
3

Controllers

1
2
3

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activity 3

team planning

In this activity, your team will begin to assign roles, plan its course to a Tournament, and also establish ground rules for collaboration. Have them follow the procedure, and allow plenty of time for discussion (and, of course, fun)!

team roles

1. Take some time to think about the role each person serves on the team. Are team members emerging as leaders, delegators, planners, writers or designers?
2. How might team members best serve the team as it moves forward?

team calendar

1. Using the "Team Calendar," help the team begin to plan its season. Give each team member his or her own copy, so everyone can fill in important dates.
2. Are any big events on the horizon? Add birthdays, sporting matches, vacations and anything else your team can think of.
3. What are some fun things that your team wants to do together? Have each team member think of an activity that the team can do for fun. Scatter these activities throughout the calendar to give the team fun events to look forward to. If a team member can't think of anything right now, the team can add placeholders (e.g., "Tim's Fun Day"). Just make sure the team member thinks of something fun and creative in time!
4. Keep the calendar handy, and copy it into the *Roadmap.* Revisit the calendar when you begin working on your *Team Challenge*.

team ground rules

1. Often, it's important for teams to establish ground rules. Have the team take time to think of rules to follow when working together.
2. Provide paper if they want to write their ideas down, and as they agree on rules, have a team member write them on the "Team Ground Rules" paper.
3. Encourage open discussion. How should the team interact when discussing ideas for solutions? How should the team interact if conflict arises? How should the team make sure its collaboration is productive and positive? How should the team make sure they're having fun?
4. Hang the team's ground rules for every team session. You can also copy the rules into the *Roadmap* for your records.

activity 4

upkeep

Allot some time for your team to catch up before you move into the second stage. Here are some things to do if you haven't already done them:

1. Review all you've done in *Roadmap*. How is your team doing overall? What are the team's strengths at this point in the process? Where might the team improve?
2. Pick a *Team Challenge*. Before moving forward, the team members should agree on a *Team Challenge* to solve this season. If it hasn't already, the team should take time to further discuss the Challenges. Take note of the details of each Challenge, and if it helps, the team can also use problem solving to get a feel for the types of solutions they can pursue.
3. Review the *Rules of the Road*. It is very important for the team to have a clear idea of the program rules. There are also important forms and procedures that both the Team Manager and the team should review before the team digs into its *Team Challenge* solution.

Use this space to make a few notes or include a picture!

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2010 September

M 30
T 31
W 1
T 2
F 3
S 4
S 5

M 6 Labor Day
T 7
W 8
T 9
F 10
S 11
S 12

M 13
T 14
W 15
T 16
F 17
S 18
S 19

M 20
T 21
W 22
T 23
F 24
S 25
S 26

M 27
T 28
W 29
T 30

October

Use this calendar to help your team set interim deadlines.

M 28
T 29
W 30
T 31
F 1
S 2
S 3

M 4
T 5
W 6
T 7
F 8
S 9
S 10

M 11 Columbus Day
T 12
W 13
T 14
F 15
S 16
S 17

M 18
T 19
W 20
T 21
F 22
S 23
S 24

M 25
T 26
W 27
T 28
F 29
S 30
S 31 Halloween

November

M 1
T 2
W 3
T 4
F 5
S 6
S 7

M 8
T 9
W 10
T 11 Veterans Day
F 12
S 13
S 14

M 15
T 16
W 17
T 18
F 19
S 20
S 21

M 22
T 23
W 24
T 25 Thanksgiving
F 26
S 27
S 28

M 29
T 30

December

M 30
T 31
W 1
T 2 Hanukkah
F 3
S 4
S 5

M 6
T 7
W 8
T 9
F 10
S 11
S 12

M 13
T 14
W 15
T 16
F 17
S 18
S 19

M 20
T 21
W 22
T 23
F 24
S 25 Christmas Day
S 26 First Day of Kwanzaa

M 27
T 28
W 29
T 30
F 31

2011 January

T 30
F 31
S 1 New Year's Day
S 2

M 3
T 4
W 5
T 6
F 7
S 8
S 9

M 10
T 11
W 12
T 13
F 14
S 15
S 16

M 17 Martin Luther King Day
T 18
W 19
T 20
F 21
S 22
S 23

M 24
T 25
W 26
T 27
F 28
S 29
S 30

M 31

February

M 31
T 1
W 2
T 3
F 4
S 5
S 6

M 7
T 8
W 9
T 10
F 11
S 12
S 13

M 14 Valentine's Day
T 15
W 16
T 17
F 18
S 19
S 20

M 21 President's Day
T 22
W 23
T 24
F 25
S 26
S 27

M 28

March

M 28
T 1
W 2
T 3
F 4
S 5
S 6

M 7
T 8
W 9
T 10
F 11
S 12
S 13

M 14
T 15
W 16
T 17 St. Patrick's Day
F 18
S 19
S 20

M 21
T 22
W 23
T 24
F 25
S 26
S 27

M 28
T 29
W 30
T 31

April

M 28
T 29
W 30
T 31
F 1
S 2
S 3

M 4
T 5
W 6
T 7
F 8
S 9
S 10

M 11
T 12
W 13
T 14
F 15
S 16
S 17

M 18
T 19 Passover
W 20
T 21
F 22
S 23
S 24 Easter Sunday

M 25
T 26
W 27
T 28
F 29
S 30

May

F 29
S 30
S 1

M 2
T 3
W 4
T 5
F 6
S 7
S 8 Mother's Day

M 9
T 10
W 11
T 12
F 13
S 14
S 15

M 16
T 17
W 18
T 19
F 20
S 21
S 22

M 23
T 24
W 25
T 26
F 27
S 28
S 29

M 30 Memorial Day
T 31

team ground rules

stage 2

stage
2

generating and incubating ideas

research

inquiry

goals

1) work on the team challenge
2) continue learning the program

This portion of the *Roadmap* includes tools, Challenges and activities to help the team begin development of its *Team Challenge* solution. As the team progresses toward Tournament season, make sure everyone continues to learn the rules, procedures and format of the Destination ImagiNation program. Also keep in mind that the *Instant Challenges* incorporated in this stage often require more materials than those in the first stage.

As in the first stage, be encouraging and guide the team through the sessions. We invite you to document your team's progress in this *Roadmap*, for your team can benefit later from having such a detailed record—both in regards to this program and for sentimental reasons.

stage 2: session 1
things to do before the session

gather materials

	set of markers		4ft (1.22m) of string		2 plastic cups
	scissors		2 paper cups		4 feathers
	stack of plain white paper (about 15 sheets)		2 pieces of paper		3 craft sticks
	pencils and pens		4 pencils		2 sheets of colored paper
	stopwatch		1 piece of foil		1 sheet of newspaper
	tape measure		4 straws		6 mailing labels
	10 toothpicks		2 rubber bands		4 clothespins
	4 plastic spoons		blackboard, whiteboard or flip chart (and something to write with)		6 paper clips
	4 mailing labels		2 paper plates		2 trash bags
	24in (60cm) of string		2 pipe cleaners		

print copies, etc.

	print a copy of "A Square Deal" (p. 62-63)
	be aware of masking tape setup required for "A Square Deal" (p. 62-63)
	print a copy of "Stepping Up" (p. 65)

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activity 1

a square deal

instant challenge

Your TASK is to use the materials to build a freestanding tower that is as tall as possible around a taped square.

time

You will have up to 2 minutes to discuss strategy, and then up to 5 minutes to build your tower.

setup

In the center of the room is a 9in x 9in (22.5cm x 22.5cm) square taped to the floor. There is also a table with materials that you may use to build your tower.

procedure

Part One (2 minutes):

- Discuss strategy. During this part of the Challenge, you may NOT touch any of the materials.

Part Two (5 minutes):

- Use the materials to build a freestanding tower that is as tall as possible. The tower may only touch the floor.
- In order to receive score, the tower must be built around the outside of the taped square. It may NOT touch the tape or the inside of the square and it MUST touch the floor on the outsides of all 4 sides of the square.
- You will be warned when you have 1 minute remaining and 30 seconds remaining in Part Two.

activity 1

a square deal (cont'd)

materials

- 10 toothpicks
- 4 plastic spoons
- 4 mailing labels
- 24in (60cm) of string
- 6 paper clips
- 2 paper cups
- 2 pieces of paper
- 4 pencils
- 1 piece of foil
- 4 straws
- 2 rubber bands

The mailing labels may NOT be attached to the floor.

scoring

A. 20 points if you have a tower around the outside of the taped square at the end of Part Two.

B. 1 point (40 points maximum) for each inch (2.5cm) of height of your tower at the end of Part Two.

C. Up to 20 points for how creatively you use the materials.

D. Up to 20 points for how well your team works together.

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activity 2

abc brainstorming

"ABC Brainstorming" is a thinking tool that can help teams generate ideas. By forcing teams to think differently than they would if thinking freely, thinking tools can help your team discover options they might not have generated, or select ideas they might not have considered.

In this ABC Brainstorming session, have the team draw the grid below on a blackboard, whiteboard or a flip chart. Then generate ideas that start with each letter. Try to address a simple problem, one to which the team is not particularly attached, so the team can work for fluency of ideas. For example, what are different functions that a chair might serve? How about a ballpoint pen? Strive for as many ideas as possible, and try to fill in every letter.

Later, when your team is more comfortable with the technique, it can use this tool to generate ideas for the *Team Challenge*.

Letter	Idea	Letter	Idea
A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

activity 3

stepping up

instant challenge

Your TASK is to present a PERFORMANCE in which a pair of old shoes tells the story of their life on the road.

time

You will have up to 4 minutes to make costumes and plan your PERFORMANCE, and then up to 2 minutes to present your PERFORMANCE.

the scene

A group of old shoes is discussing the "good old days" in a used shoe store. Your team is to present a PERFORMANCE to tell the life story of a pair of old shoes. Your PERFORMANCE must include a funny character and a song. You also will get points for making costumes. Have fun as you "step up" to this Challenge!

materials

- 2 paper plates
- 2 pipe cleaners
- 2 plastic cups
- 4 feathers
- 3 craft sticks
- 2 sheets of colored paper
- 1 sheet of newspaper
- 6 mailing labels
- 4 clothespins
- 4ft (1.22m) of string
- 2 trash bags

A piece of paper and a pencil will be available for your team to use as you plan and present your PERFORMANCE.

You also will have a pair of scissors and a set of markers, but these may NOT be part of your PERFORMANCE.

scoring

A. Up to 20 points for the creativity of your costumes.

B. Up to 20 points for the creativity of your song.

C. Up to 20 points for the creativity of your funny character.

D. Up to 20 points for the creativity of the PERFORMANCE.

E. Up to 20 points for how well your team works together.

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activity 4

the road ahead

In this stage, your team will generate the ideas that will later be focused and applied toward your *Team Challenge* solution. To score well at a Tournament, your team needs to get comfortable with the problem solving process, particularly as it relates to Challenge solutions.

In the *Instant Challenge* portion of the program, your team will have minutes to develop a solution, without knowing what the Challenge will be. Have the team take time to discuss how they might incorporate the problem solving process in *Instant Challenges*. What are ways you might more effectively approach a Task-based Challenge? How about a Performance-based Challenge? How might you ensure that you are considering as many ideas as possible in a short timeframe?

In the *Team Challenge* portion of the Destination ImagiNation program, your team will have weeks to develop your solution before presenting it at a Tournament. What are ways that your team can better employ idea generating and idea focusing in the long term? How might you better communicate to allow greater fluency of ideas? How might you encourage your soft-spoken team members to generate?

Use this discussion to close the session, and write some of the team's discussion points below.

Remember, this stage is focused on generating, incubating and researching ideas. In this stage, try to focus the team's creative energy on the *Team Challenge* and let them discuss different approaches. Be sure to use thinking tools to help the team with the process.

stage 2: session 2
things to do before the session

gather materials

	a prize for "Race for Fluency" (p. 68)		1 metal pan
	pens and pencils		2 spatulas
	markers		2 plastic cups
	stack of plain white paper (about 15 sheets)		1 bottle of water
	stopwatch		2 dice
	a roll of masking tape		3 hardcover books
	1 piece of paper		

print copies, etc.

	print a copy of "Gridlock" (p. 69-70)
	be aware of the setup required for "Gridlock" (p. 71)
	print the grids from "Gridlock" (p. 72-75) and cut or tear them apart

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activity 1

race for fluency

Start this session on a high-energy, creative note! First, split your team into two separate teams. Next, give each new team a few sheets of paper and something to write with.

Tell the new teams you will pose a problem, and then the teams will race to generate 30 ideas that could potentially solve the problem. The first team to hand a list of 30 ideas to the Team Manager wins a prize! (If you're worried about being fair, the prize can be as simple as bragging rights.)

When the teams are ready, ask: "How might you use a pipe cleaner in a skit about a superhero?"

Remember: the goal is for teams to get used to generating as many ideas as possible. In idea generating, the team should not judge ideas, but rather record them for later consideration. Right now, each idea is simply an option.

Keep all of the team's ideas somewhere safe! You will reuse the list in the "About Focusing Ideas (or Critical Thinking)" activity on page 96.

After the teams are finished, have them share their ideas. How many ideas were on both lists? How many were only on one team's list? How might you have used a thinking tool? What can your team take from this activity?

activity 2

gridlock

instant challenge

Your TASK is to develop a non-verbal communication system to guide team members through a grid.

time

You will have up to 5 minutes to develop a non-verbal communication system and practice, and then up to 4 minutes to navigate team members across a grid.

setup

In the center of the room is a taped grid with 30 squares. One of the squares is labeled with a triangle to mark it as the starting square. Near the grid is a table with materials that may be used to develop a non-verbal communication system.

procedure

Part One (5 minutes):

- Divide your team into 2 groups: the communicators and the navigators. The communicators will go to the table; the navigators will be asked to move through the grid, one team member at a time. You should develop a non-verbal communication system in which the communicators use the materials on the table to guide the navigators through the grid.
- You will be given a practice map in Part One. One team member must begin by standing in the "Start" square and then moving to one adjacent square at a time through the grid following a course determined by the communicators. Diagonal moves are not allowed.
- Only one communicator may be facing the grid at any time.
- If a square is marked with an X on a map, then that square is "off limits." If a team member enters an off-limit square in Part Two, the Team Manager will say, "Restart," and that team member must leave the grid and that team member or a new team member must begin again by entering the "Start" square. Only the communicators and the Team Manager will know where the finish square is.
- In Part Two, when one of the team members enters a finish square, the Team Manager will say, "Finish." A new map will be given to the communicators, and a different team member will enter the "Start" rectangle.

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activity 2

gridlock (cont'd)

procedure (cont'd)

Part Two (4 minutes): Complete as many maps as possible. No team member may talk or signal direction (e.g., by pointing) during Part Two.

materials (may not be damaged)

- 1 piece of paper
- 1 metal pan
- 2 spatulas
- 2 plastic cups
- 1 bottle of water
- 2 dice
- 3 hardcover books

scoring

A. 10 points (60 points maximum) for each successful trip through the grid.

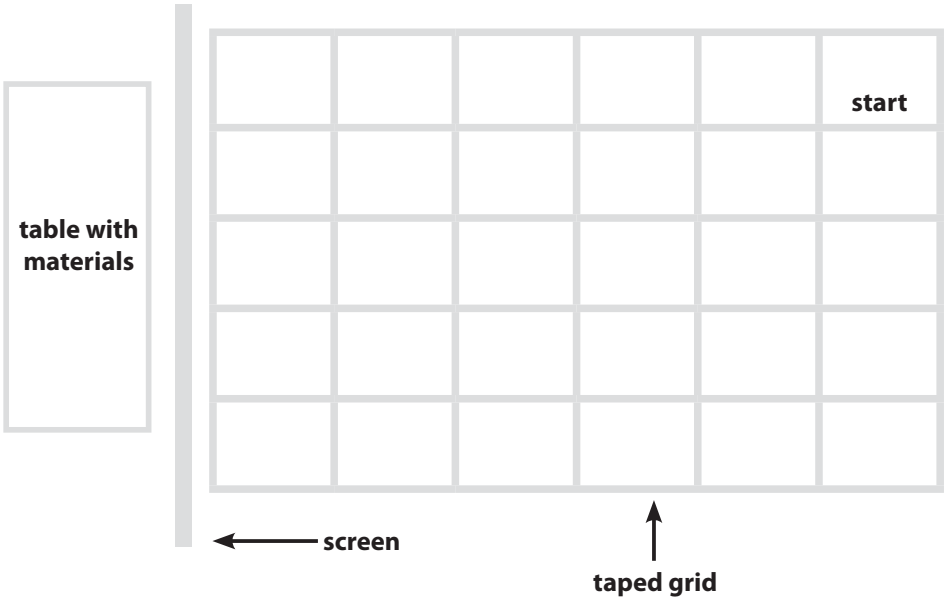
B. Up to 20 points for the creativity of the communication system.

C. Up to 20 points for how well your team works together.

activity 2

gridlock (team manager setup)

- The setup consists of a masking-tape grid of 30 squares. (See diagram.) You can use your feet to measure, or use a tiled floor instead of taping a grid. Just make sure there is enough room for a team member to stand inside each square. Tape a triangle in one of the corner squares to signify it as the "Start" square.
- Place the materials on a table to the side of the grid. Use books or something similar to create a small barrier on the table. The barrier should be tall enough to hide all the materials from the navigators' view, unless the communicators decide to show a particular material.
- In Part Two, if a team member talks, s/he should be warned. If talking results in a team member successfully moving through the grid, that trip should not receive score.



"Gridlock" is your team's first communication Challenge. Afterward, make sure to give the team time to discuss the experience and different approaches. How did your team do? How could it have done better?

If you have time, you can even shuffle the maps and re-do Part Two.

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gridlock: practice grid

	X			X	start
		X		X	
				X	
	X	X		X	
	finish	X			

gridlock: grid one

X				X	start
	X	X			
finish		X		X	
				X	
		X		X	

gridlock: grid two

					start
			X		
		X	X	X	X
		X	X	X	X
					finish

gridlock: grid three

					start
	X	X	X		
		finish	X	X	
	X	X	X	X	

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gridlock: grid four

					start
	X	X	X	X	X
	X	X			finish
		X	X		

gridlock: grid five

	finish	X			start
		X		X	X
	X	X			
		X	X		
					X

gridlock: grid six

			X		start
	X	X		X	
X				X	
	finish	X	X		
X					

activity 3

mix and match

The Mix and Match tool, sometimes called "morphological analysis," links ideas or attributes together in a random manner to generate numerous and original options. Using this tool, different attributes are generated in a number of columns. By randomly selecting one idea from each column, the team can create hundreds of combinations that may inspire many varied new ideas to research and explore.

To start, get ten slips of paper and number them sequentially from 1 to 10. To use the tool, draw a graph with five columns. The first column lists numbers from 1 to 10. The heading for each of the remaining four columns should be labeled with different categories for which the team wants to generate possibilities.

For today, have the team generate ideas for a possible storyline for a skit. Use the categories provided. Generate enough ideas to fill the column under each category. Afterward, randomly choose one number for each category by using the number slips. By combining those four choices, your team will have created a new idea for a storyline.

Try to revisit this tool as your team faces different problems. Adjust the columns, in number and category, as necessary. Later, you can use this tool to generate ideas for elements of your *Team Challenge*.

	Hero	**Villain**	**Conflict**	**Setting**	**Humorous Twist**
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

activity 4

generating for the team challenge

In this stage, the team will need to start concentrating on the *Team Challenge* it selected in the first stage. In particular, the team needs to generate as many ideas as possible related to the *Team Challenge*.

First, the team needs to revisit the basic requirements of the Challenge. A solid understanding of the Challenge is important before you generate ideas for a solution. Make sure the team writes the *Team Challenge's* Points of Interest somewhere visible, so team members can refer to them easily. It will also help the team to review any notes or team rewrites from the first stage centered on understanding the Challenge.

Next, the team needs to generate ideas on ways to solve the Challenge. Generate ideas for each Point of Interest separately. The team can use simple brainstorming and other thinking tools as necessary. Again, the team should concentrate on fluency. Do not judge ideas in this stage of the process. Simply record all ideas, so your team doesn't forget a potentially stellar option.

It is very important to promote an environment that encourages all types of thinking and respects every team member's voice. When individuals work well together, they are capable of much more than any single team member.

Your team should continue generating ideas until it can't generate any more. It's much better to have a large quantity of ideas when you move into the idea focusing stage. For the remainder of this stage, we'll provide methods for the team to research and incubate ideas. For additional information about thinking tools, visit us at www.ShopDI.org, which features great resources like *The Problem Solver's Practical Toolbox*.

The team should take this process seriously, but don't let them forget to have fun. Some Team Managers provide their teams incentives (e.g., snacks or prizes) for positive team interactions, off-the-wall ideas, or great performances. This encourages team members to be open and engaged.

stage 2: session 3
things to do before the session

gather materials

	pens and pencils		6 mailing labels
	markers		4 pipe cleaners
	stack of plain white paper (about 20 sheets)		6 paper clips
	stopwatch		8 toothpicks
	ruler		8 hairpins
	5 straws		4 index cards
	blackboard, whiteboard or flip chart (you can use plain paper in a pinch)		

print copies, etc.

	print a copy of "Polka Dots" (p. 80-81)
	be aware of the setup required for "Polka Dots" (p. 82)
	consider providing Internet access for "Clarifications" (p. 84)

activity 1

titles

To get this session started on a fun note, try this activity. So far, your team has finished a variety of activities and *Instant Challenges*, and it has also started to work on its *Team Challenge*. Each team member has undoubtedly contributed in some way or another. Here's a chance to acknowledge and poke fun at team member roles!

First, list all of the team members' names somewhere visible. Then have the team take time to think up titles for team members based on their roles on the team. Try to have fun with the activity, and remember that sometimes team members serve different roles at different moments. For example, your titles could be "Drama Queen," "Stage Director," "Lead Engineer," "Playwright," or "Class Clown!"

Make sure that everyone is included in this process. If one team member has a title, then so should the rest of the team. Write down your team titles here!

activity 2

polka dots

instant challenge

Your TASK is to create a structure that touches as many "Polka Dots" as possible.

For the purpose of the Challenge, "Polka Dots" are taped circles.

time

You will have up to 2 minutes to discuss strategy, and then up to 4 minutes to build your structure.

setup

In the center of the room is a table with Polka Dots on it. There is also a table with materials that you may use to build a structure.

procedure

Part One (2 minutes):

- Discuss strategy. During Part One, you may NOT touch any of the materials.

Part Two (4 minutes):

- Use the materials on the table to build one continuous structure that touches as many of the Polka Dots as possible. The structure must only touch the table within the Polka Dots.
- When connecting 2 Polka Dots, the structure must rise at least 1in (2.5cm) above the table.
- You will be warned when you have 1 minute remaining and 30 seconds remaining. The structure must be in place at the end of Part Two in order to receive score.
- If the structure is touching the table between 2 Polka Dots, you will NOT receive score for those 2 Polka Dots. Similarly, in order to receive score for 2 Polka Dots, there must be at least 1in (2.5cm) of space somewhere between the table and the structure that connects those 2 Polka Dots.
- If you have more than one structure, only the structure touching the greater number of Polka Dots will be scored.

activity 2

polka dots (cont'd)

materials

- 5 straws
- 2 sheets of paper
- 6 mailing labels
- 4 pipe cleaners
- 6 paper clips
- 8 toothpicks
- 8 hairpins
- 4 index cards

The mailing labels may NOT be attached to the Polka Dots. In addition, you will have a ruler that may NOT be used as part of your structure.

scoring

A. 15 points if your structure is touching at least 2 Polka Dots at the end of Part Two.

B. 5 points each (45 points maximum) for each Polka Dot that your team's structure is touching at the end of Part Two.

C. Up to 20 points for how creatively you attempt to solve the TASK.

D. Up to 20 points for how well your team works together.

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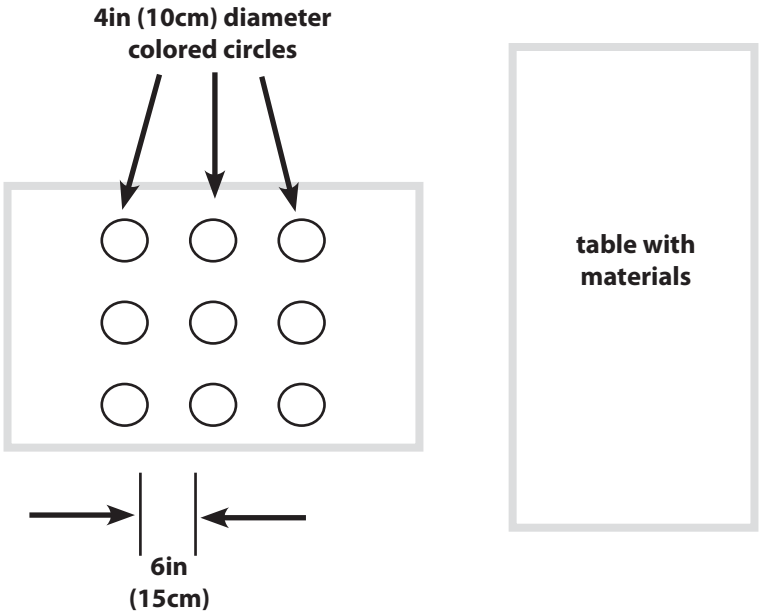
activity 2

polka dots (team manager setup)

- The setup consists of a table with nine 4in (10cm) diameter colored circles taped to the table 6in (15cm) apart. There is also a second table with materials the team may use to build its structure.
- In Part Two, the team should be warned when there is 1 minute remaining and when there are 30 seconds remaining. At each of these times, you should say, "The structure must be in place at the end of Part Two in order to receive score."



Always make sure the team takes time to discuss the experience. The team will benefit greatly by continuing to think of ways to improve or work more efficiently. This type of communication is an important part of the program.

activity 3

inquiry

After your team has generated as many ideas as possible, the team should perform research and observation to learn more about each generated option. Research can give the team a better understanding of each idea, which can make the team more efficient when it starts focusing ideas down to the most viable options.

One of the strategy tools your team can use is the "K-W-L Chart." This chart can serve as a graphic organizer to help organize, and document, your team's research efforts. First, use a large surface (e.g., a blackboard, whiteboard or flipchart) to list all the information known about the idea under K (Know) column. Then list all the questions the team has under the W (Want to Know) column. As the team gains information and learns new things, list all the facts in the L (Learned) column. Below is a sample chart.

Know	Want to Know	Learned

You may need to establish rules as the team begins to research information on its own. For reference, pages 15 and 16 of the *Rules of the Road* feature information regarding Internet safety.

Keep the K-W-L Chart for future reference. For now, it can keep track of the types of knowledge the team needs to acquire. Later, you'll find it details what the team has learned over the course of a season!

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activity 4

clarifications

team clarifications

As teams develop their solutions to the *Team Challenges*, they often run into sections of the Challenges that they find particularly unclear or don't understand at all. If your team runs into such a problem, it can ask for a Team Clarification. Take the time to make sure your team knows this process. If you have computer access for this session, you can even have them go online to see the process.

to ask for a team clarification

1. Visit the Destination ImagiNation Web site at www.IDODI.org.
2. Scroll your mouse over the "Team Support" tab, and then click "Clarifications" in the scroll down menu.
3. Choose your *Team Challenge* in the menu on the left.
4. Scroll down to the "Asking for a Team Clarification" section and follow the instructions.

All Team Clarifications are confidential between the team and Challenge Masters. The team's ideas will not be shared with any other team. Keep in mind your team can only ask one question per Clarification request, and your team can only ask a total of ten Clarification questions.

published clarifications

If Challenge Masters find an issue with the *Team Challenge* that affects all teams, they will post a Published Clarification. These are also posted in the "Clarifications" section of the Destination ImagiNation Web site.

Your team needs to be aware of Published Clarifications. They supersede the *Rules of the Road*, the *Team Challenge* and any Team Clarifications. So keep checking for Published Clarifications!

Make sure your team refers to the *Rules of the Road* for further information about Clarifications. Also make sure team members understand they can only ask ten Clarification questions in total.

stage 2: session 4
things to do before the session

gather materials

	pens and pencils
	markers
	stack of plain white paper (about 20 sheets)
	1 sheet of poster board
	4 pairs of scissors
	blackboard, whiteboard or flip chart (you can use plain paper in a pinch)
	stopwatch

print copies

	print a copy of "Farewell Gifts" (p. 87-88)

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activity 1

three things

To get started for this session, have team members take time to think about some of the activities they've done so far. At this point in the season, each team member has undoubtedly had an impact on the team in some way or another. Use the first activity to help them remember and acknowledge the positive strides the team has made.

First, give team members their own sheets of paper and writing utensils. Have each team member write his or her teammates' names somewhere on the paper, and write three positive things under each name. The three things can be funny moments, great ideas, positive qualities, surprising showcases of talent, or whatever else the team members want to highlight. Then have all of the team members share their items with the rest of the team.

Taking time to acknowledge each other is an important part of becoming a great team. When conflicts arise, it can help the team to recall all of the shared experiences over the last few weeks. It can also help the team better define individual strengths and how to best apply them toward solutions.

activity 2

farewell gifts

instant challenge

Present a PERFORMANCE in which you give 3 gifts to a friend who is leaving.

time

You will have up to 4 minutes to plan and practice your PERFORMANCE, as well as to make props. You will then have up to 2 minutes to present your PERFORMANCE to the Team Manager.

the scene

A good friend is leaving and going to a very unusual place. You want to give your friend 3 farewell gifts.

Part One (4 minutes): Plan and practice your PERFORMANCE, as well as make props. You will need to decide:

- Who is the friend that is leaving?
- To what unusual place is your friend going?
- What 3 farewell gifts could your friend use either on the journey or in the unusual place where your friend is going?
- You will be given 2 sheets of paper on which to write the answers to these questions during Part One. You should give one copy of this sheet to the Team Manager before you begin your PERFORMANCE.

Part Two (2 minutes): Present your PERFORMANCE to the Team Manager.

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activity 2

farewell gifts (cont'd)

materials

- 1 sheet of poster board
- 4 pairs of scissors
- 5 markers

scoring

A. Up to 10 points for the creativity of the friend who is leaving.

B. Up to 10 points for the creativity of the unusual place where your friend is going.

C. Up to 10 points (30 points maximum) for the creativity of each of your farewell gifts.

D. Up to 30 points for the creativity of your PERFORMANCE.

E. Up to 20 points for how well your team works together.

How is your team doing with *Instant Challenges*? If the team needs a refresher on the procedure of solving an *Instant Challenge*, then revisit "How Instant Challenges Work" on page 23.

activity 3

researching together

As the team continues researching options together, it will become more important that they consider efficiency in their research. To help, the team can use the "What – Who – When – How (WWW.H)" strategy tool. Your team can use this tool in tandem with the K-W-L Chart, but the team is not required to do so.

To use the WWW.H tool, list items that the team wants to research in the "What" column. Team members then volunteer to research and learn about each item. The team member who volunteers for each "What" is listed in the "Who" column next to the item, and commits to a time when the research will be finished. All the team members then suggest ways to conduct the research in the "How" column.

What	Who	When	How

This tool can help the team by also serving as a way to promote discussion. After the team members do their research, have them share what they learned and whether they think it will help them with a Challenge solution.

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activity 4

upkeep

Allot some time for your team to catch up before you move into the third stage. Here are some things to do if you haven't already done them:

- Review the activities you've done in *Roadmap*. How is your team doing overall? What are the team's strengths at this point in the process? Where might the team improve?
- Ask the team whether they are comfortable with the number of ideas they have generated in this stage. They should have strived for fluency, and they should have more ideas than they know what to do with. Have they explored as many options as they can think of? Are there other ways to encourage different ideas? Have they spent time trying to generate ideas that seem utterly crazy at first? The more ideas the team has by the third stage, the better.
- Review the *Rules of the Road*. It is very important for the team to have a clear idea of the program rules. There are also important forms and procedures that both the Team Manager and the team should review before the team digs into its *Team Challenge* solution.

Use this space to make a few notes or include a picture!

stage 3

stage
3

focusing
preparing for action
putting it all together

goals

1) work on the team challenge
2) prepare for the tournament
3) register for your tournament

This portion of the *Roadmap* includes tools, Challenges and activities to help the team continue to develop its *Team Challenge* solution. In this stage, your team will learn to focus its generated ideas into workable solutions. However, keep in mind that problem solving is a fluid process, and your team will constantly go back and forth between idea generating and idea focusing. As a matter of course, sessions for this and following stages will prescribe fewer activities: this is so the team can concentrate on its *Team Challenge* solution.

In this stage of the process, your team may experience conflict. The act of focusing ideas requires judgment and selection, and team members sometimes have difficulty separating judgment of ideas from judgment of character. It is important for the team to process conflict as it happens: conflict can be an important part of becoming a team. As the Team Manager, continue concentrating on the process and helping your team progress toward a Tournament. To help, we've provided some activities and discussion points that focus on conflict.

stage 3: session 1
things to do before the session

gather materials

	set of markers		blackboard, whiteboard or flip chart (and something to write with)
	stack of plain white paper (about 20 sheets)		roll of masking tape
	pencils and pens		ruler
	stopwatch		30 straws
	tape measure		4 pairs of scissors
	cardboard box (any type and size)		

print copies, etc.

	print a copy of "Just Straws" (p. 95) for the team
	be aware of setup required for "Just Straws" (p. 95)
	review "Focusing Ideas (or Critical Thinking)" (p. 14)
	find the team's list of ideas from "Race for Fluency" (p. 68)

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activity 1

other people's ideas

In this stage, team members will need to learn to judge ideas in the best interest of the team. Use this activity to promote open discussion and consideration of ideas. First, place a cardboard box somewhere visible in front of the team. Then, ask the team to generate as many ideas as they can for how they might use the box in their *Team Challenge* solution. Each team member must generate at least three ideas.

After the team is done generating, have each team member select two favorite ideas from the list. Team members may not select their own ideas, but they must say why they like the ideas they chose.

Why is it important for team members to compromise? What can they gain by making sure that everyone is involved? What are some ways they can make sure that everyone is heard? What are some ways they can voice their concerns if they don't feel they're being listened to? Write some ideas here!

_____

_____

_____

_____

activity 2

just straws

instant challenge

Your TASK is to build a tower that is as tall as possible and made only of straws.

time

You will have up to 2 minutes to discuss strategy and up to 5 minutes to build your tower.

setup

On the floor in the center of the room is a 12in x 12in (30cm x 30cm) masking-tape square. You must build your tower within the square. There is also a table with straws to build the tower.

procedure

- **Part One (2 minutes):** Discuss strategy. During Part One, you may NOT touch any of the straws.
- **Part Two (5 minutes):** Build your tower within the taped square.

materials

- 30 straws
- 4 pairs of scissors

scoring

A. 2 points (60 points maximum) for each inch (2.5cm) of height of your tower at the end of Part Two.

B. Up to 20 points for how creatively you attempt to solve the TASK.

C. Up to 20 points for how well your team works together.

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activity 3

about focusing ideas

In this activity, take time to review "Focusing Ideas (or Critical Thinking)" with the team. It can be found on page 14 of this guide. It is important for the team to understand the general principles of idea focusing before they become active in that part of the process.

After you have provided an overview of focusing ideas, have the team think of different ways they can take their generated ideas and focus them. Can the team think of five different ways to select ideas fairly and constructively?

Next, have the team split up into the same two teams from "Race for Fluency" (p. 68). Then return their lists of ideas to each team. (If you didn't save the lists, have the teams complete a similar exercise by answering the question: "What are 30 different ways you could use a ballpoint pen in your *Team Challenge* solution?") Ask each team to focus their ideas down to 5 workable solutions. Do not race for this part of the exercise.

By practicing on a list of ideas to which the team is not particularly attached, the team can learn to focus ideas. Allow them time to process the experience, and also make sure they discuss how to apply the lessons learned from this activity in the future.

activity 4

choice helper

One way the team can choose ideas is by using "Choice Helper." Keep the same teams from the last activity, and concentrate on the same problem posed in the last activity. Give each team a few pieces of paper.

Choice Helper is a matrix that helps the team to assess ideas according to factors the team members consider important. Choice Helper allows the team to narrow its choices and to evaluate options in an orderly manner.

1. To use the matrix, the team first lists ideas down the left side of the matrix. For example, if a team has six different options for a prop to make, it would list the six options on the left side of the matrix.
2. Then the team lists criteria across the top of the matrix that are important in choosing the best ideas. Using the same example, the team might decide that low cost, easily available materials, needed skills, building time and uniqueness are the criteria it will use to judge each prop. (Use these criteria, or have the teams make up their own.)
3. The team then assigns a ranking scale with which they can assess each option for each criterion (e.g., 1=fair, 3=average, 5=great).
4. Then the team should consider each idea, one at a time. Each team member will work down each column to rank each option for the same criterion. Then they should go to the next criterion. (Doing it this way will reduce the possibility that a team member will be affected by how others ranked criteria.)
5. When each team member has ranked the options for each criterion, the points are averaged. The results can focus the team's discussion until they can come to an orderly and well-considered decision.

Option	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Average
1.						
2.						
3.						
4.						
5.						

Make sure the team understands how to use this tool, and also encourage them to return to the tool in the future. How can the team use this tool for its *Team Challenge* solution?

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stage 3: session 2
things to do before the session

gather materials

	set of markers		golf ball
	stack of plain white paper (about 20 sheets)		shoe
	pencils and pens		hat
	stopwatch		pencil
	masking tape		wooden spoon
	4 buckets		broom
	paperback book		2 yardsticks (metersticks)
	small set of keys		1 pizza box
	stuffed animal		2 index cards
	CD		1 sheet of newspaper
	24in (60cm) of string		4 pencils
	6 paper clips		6 straws

print copies, etc.

	print a copy of "Your First Tournament-Style Instant Challenge" (p. 100) for each team member
	be aware of the setup required for "Silent Sort" (p. 103-104)
	print a copy of the team version of "Silent Sort" (p. 105-106)
	print a copy of the materials list for "Silent Sort" (p. 107)

activity 1

favorite tv show

For a quick energizer, ask the team to pick its favorite television show. Then have them work together to perform an episode of the show. The team can either perform its favorite episode, or write its own. Encourage the team to incorporate humor into the performance, and make sure everyone plays a different part.

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activity 2

your first tournament-style instant challenge

To save resources, we've presented *Instant Challenges* slightly differently than your Tournament will. Use the next *Instant Challenge*, "Silent Sort," to teach your team about competing in an *Instant Challenge* at a Tournament. Here is how the experience will differ:

1. **"Appraiser":** Appraisers, not Team Managers, present *Instant Challenges*.
2. **Team vs. Appraiser Copies:** At a Tournament, the team will be given a copy of the *Instant Challenge* that is different than the one the Appraisers have. The team version's instructions are bulleted, so the team can better understand what it has to do.
3. **Materials List:** The team copy also doesn't contain a list of materials. Instead, the materials are listed on a separate document that is taped to a table.
4. **Materials Table:** The materials for the *Instant Challenge* will always be presented on a table with the team copy of the *Instant Challenge* and the materials list.
5. **Appraiser Setup:** Appraisers also have instructions on how to set up the *Instant Challenge*. This helps ensure that the Appraisers maintain the same conditions for each team that competes.

note to team

You'll complete this Challenge as if you were at a Tournament. Remember, the process remains the same. Focus on where score is given, and solve the Challenge as a team.

After this Challenge, discuss the process (as always!), and the Team Manager will let you see his or her copies. The *Roadmap* will return to the one-version-for-all *Instant Challenge* format. Just remember the differences when you compete at a Tournament, and your team will do just fine!

activity 2

silent sort (appraiser copy)

instant challenge

Your TASK is to develop a non-verbal communication system to place items in buckets according to instructions.

time

You will have up to 2 minutes to plan your solution, place materials and divide your team into 3 groups. You will then have up to 3 minutes to put items into buckets for score.

setup

In the middle of the room are 3 colored buckets in between 2 taped lines. On one side of the room on the far side of the taped line is a bucket with slips of paper in it. On the other side of the room behind the second taped line is a table with materials. On the floor near the table are 10 items.

procedure

- **Part One (2 minutes):** Plan your solution. During this part of the Challenge, you may NOT touch the items on the floor, the buckets or the slips of paper. However, you may touch and move the materials on the table. At the end of Part One, you should divide your team into 3 groups, with each group going to a different taped section of the room. You may talk during Part One. However, at the end of Part One, all team members must stop talking.
- **Part Two (3 minutes):** Without talking, put the items into buckets according to instructions found on the slips of paper in the bucket. In this part of the Challenge, the team member(s) near the slips of paper should use the materials to retrieve one of the slips. On each slip of paper is an instruction telling you into which bucket you should place one of the items on the floor. Without talking, the instruction needs to be communicated to the team near the table who will pick up the item using the materials and pass the item to a teammate in the center of the room, who will then use materials to place the item in the correct bucket. During Part Two, no team member may talk or touch any of the items, the buckets or the slips of paper in the bucket. You may only touch the slips of paper once they are out of the bucket. In addition, no part of a team member's body may cross one of the taped lines. Once the first item has been placed in a bucket, a second slip of paper may be retrieved and opened and the process repeated. During Part Two, an Appraiser will announce when each minute has passed.

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activity 2

silent sort (appraiser copy cont'd)

materials

- 2 yardsticks (metersticks)
- 1 pizza box
- 2 index cards
- 1 sheet of newspaper
- 4 pencils
- 24in (60cm) of string
- 6 straws
- 6 paper clips

The yardsticks (metersticks) and the eggs may NOT be damaged.

scoring

A. 4 points (40 points maximum) for each item put in the correct bucket.

B. Up to 20 points for how creatively you use the materials.

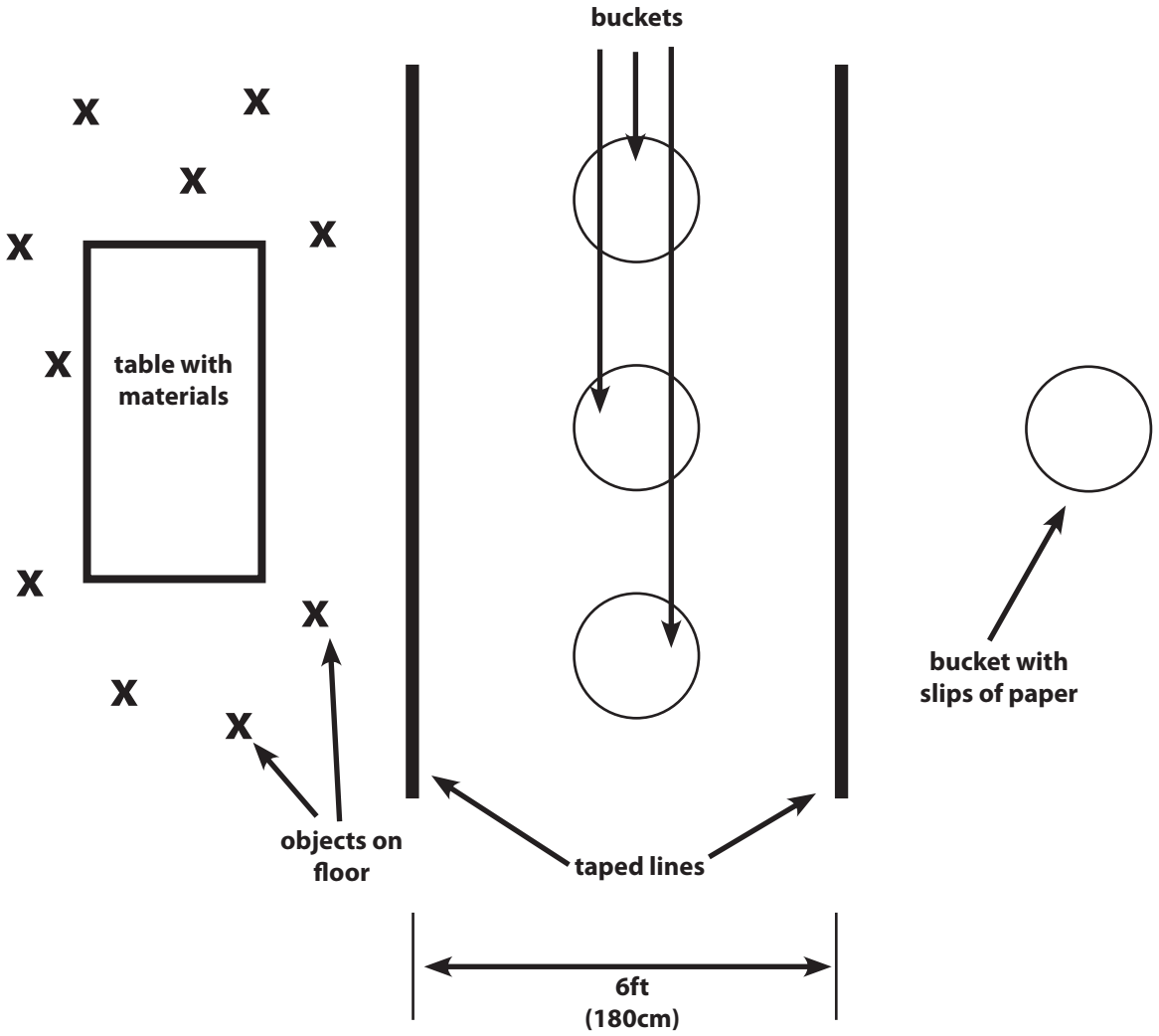
C. Up to 20 points for the creativity of your non-verbal communication system.

D. Up to 20 points for how well your team works together.

activity 2

silent sort (appraiser setup)

1. The setup consists of 2 taped lines that divide the room into 3 sections. On one side of the room is a table with materials. In addition, on this side of the room there are 10 items on the floor. A red bucket, blue bucket and green bucket rest in the middle section. (You can signify this by placing a marker in front of each. Also, the colors of the buckets and/or types of items may be changed, as long as the instructions are changed appropriately.)
2. On the far side of the room, there is a bucket with 10 folded slips of paper in it. An instruction is printed on each slip of paper.



activity 2

silent sort (appraiser setup cont'd)

3. In Part Two, if any part of a team member's body crosses one of the taped lines, s/he should be warned. If crossing the line results in an item or message being transported, that item or message should be moved back across the taped line again. If a team member touches an item or a slip of paper during Part Two, that item should not receive score.
4. The ten items should be: a paperback book, a small set of keys, a stuffed animal, a CD, a golf ball, a shoe, a hat, a pencil, a wooden spoon and a broom.
5. Instructions will tell the team to place the book, the keys and the stuffed animal in the red bucket; the CD, golf ball and shoe in the blue bucket; and the hat, pencil, wooden spoon and broom in the green bucket.

Instructions for inside of eggs:

Put the book in the red bucket.
Put the stuffed animal in the red bucket.
Put the golf ball in the blue bucket.
Put the hat in the green bucket.
Put the spoon in the green bucket.
Put the ring in the red bucket.
Put the CD in the blue bucket.
Put the shoe in the blue bucket.
Put the feather in the green bucket.
Put the plunger in the green bucket.

activity 2

silent sort (team copy)

instant challenge

Your TASK is to develop a non-verbal communication system to place items in buckets according to instructions.

time

You will have up to 2 minutes to plan your solution, place materials and divide your team into 3 groups. You will then have up to 3 minutes to put items into buckets for score.

setup

In the middle of the room are 3 colored buckets in between 2 taped lines. On one side of the room on the far side of the taped line is a bucket with slips of paper in it. On the other side of the room behind the second taped line is a table with materials. On the floor near the table are 10 items.

procedure

Part One (2 minutes): Plan your solution. During this part of the Challenge, you may NOT touch the items on the floor, the buckets or the slips of paper. However, you may touch and move the materials on the table.

- At the end of Part One, you should divide your team into 3 groups, with each group going to a different taped section of the room. You may talk during Part One. However, at the end of Part One, all team members must stop talking.

Part Two (3 minutes): Without talking, put the items in buckets according to instructions found on the slips of paper in the bucket.

- In this part of the Challenge, the team member(s) near the slips of paper should use the materials to retrieve one of the slips. On each slip of paper is an instruction telling you into which bucket you should place one of the items on the floor.
- Without talking, the instruction needs to be communicated to the team near the table who will pick up the item using the materials and pass the item to a teammate in the center of the room, who will then use materials to place the item in the correct bucket.
- During Part Two, no team member may talk or touch any of the items, the buckets or the slips of paper in the bucket. You may only touch the slips of paper once they are out of the bucket. In addition, no part of a team member's body may cross one of the taped lines.
- Once the first item has been placed in a bucket, a second slip of paper may be retrieved and opened and the process repeated.
- During Part Two, an Appraiser will announce when each minute has passed.

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activity 2

silent sort (team copy cont'd)

scoring

A. 4 points (40 points maximum) for each item put in the correct bucket.

B. Up to 20 points for how creatively you use the materials.

C. Up to 20 points for the creativity of your non-verbal communication system.

D. Up to 20 points for how well your team works together.

activity 2

silent sort (materials)

2 yardsticks (metersticks)
1 pizza box
2 index cards
1 sheet of newspaper
4 pencils
24in (60cm) of string
6 straws
6 paper clips

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activity 3

conflict

Your team will experience conflict as it works toward a solution. Conflict is often a necessary step toward progress. Therefore, it is important for your team to learn how to deal with conflict as it arises. As a Team Manager, remember to play the role of facilitator. You should help the team process conflict as it happens, but you should avoid making decisions and judgments for the team. In other words, stay out of the conflict as much as possible: your team will thank you later.

In their book *Getting to Yes: Negotiating Agreement Without Giving In*, authors Roger Fisher and William Ury break down conflicts into three components:

1. The Issue: the point, subject or matter of discussion, debate or dispute
2. The Positions: where people stand in relation to the issue
3. The Interests: the underlying concerns, needs or desires

When team members are at a standstill due to conflict, ask them to define the conflict into the three components where everyone can see. The issue and the positions are typically easy for team members to fill in, but they often have trouble with understanding their underlying interests. The act of writing these components can help the team step away from the emotion and get to the reasons for the emotion. In these instances, you can facilitate as necessary. The team needs to learn to discuss their reasoning until the team can come to a collaborative resolution.

For example, if a team is fighting about incorporating a superhero into a skit, the conflict may break down like this:

1. The Issue: Should we include a superhero in our skit?
2. The Positions: Tim thinks a superhero would be a pointless addition to the skit. Steve thinks a superhero would be an awesome addition to the skit.
3. The Interests: Tim doesn't want to confuse the audience and likes the story already. Steve wants to be more involved in the performance, and if he played a superhero, it would command attention.

In this instance, as in most conflicts, the interests of each side were unclear. Try this exercise with your team to help resolve conflict when it arises.

activity 4

work on your team challenge

At this stage, it's important for the team to focus its attention on the *Team Challenge*. As there's no guarantee everyone can be available to be together, take advantage of scheduled team sessions and let the team work on its *Team Challenge* solution. Allow the team to work on its own, but also facilitate as necessary.

Has the team made progress toward a solution? What skills are required for the team to proceed? Does the team need to return to idea generation to have more ideas to work with?

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stage 3: session 3
things to do before the session

gather materials

	set of markers		roll of masking tape
	pencils and pens		stopwatch
	stack of plain white paper (about 20 sheets)		
	8 large, easily recognizable items (e.g., pencil sharpener, bicycle horn, rake, hot water bottle, rubber chicken, football, coffee mug and a pair of sunglasses)		

print copies

	print a copy of the "Paired Choice Analysis Form" (p. 113) for each team member
	print a copy of "It's Your Choice" (p. 114) for the team

activity 1

stranded

Use this activity to kick start the team's performance skills. The premise is simple: a snowstorm has trapped office workers (i.e., your team) in their office (i.e., the team's meeting room) for the weekend. Using the materials that are typically found in the room, how will the office workers survive the weekend? Your team will have up to 4 minutes to plan and prepare a performance about the weekend, and 2 minutes to perform.

Crisis often calls for drastic measures and innovation. However, crisis isn't a necessary element of innovation. If your team can learn to view Challenges as opportunities for creativity and fun, then you'll become successful problem solvers. How can the team work to make problem solving more fun? Use this space to write the team's suggestions!

_____

_____

_____

_____

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activity 2

paired choice analysis

Another tool your team can use to focus ideas is the "Paired Choice Analysis (PCA)" tool. This tool is particularly useful when the team has a small number of appealing options and wants to select the most promising one. The tool asks team members to compare and rate each option against every other option. Because the PCA tool also asks team members to number the strength of their preferences, the tool effectively ranks the team's options in order of preference.

For this activity, hand each team member a copy of the form (p. 113) and follow the instructions to run the team through how to use the tool. To see how the PCA tool works, ask the team to generate six ideas for main characters in a short skit about a fictional election. Go quickly, and don't put too much emphasis on idea generation. Then ask the team members to fill out their forms using those six options.

The PCA tool can help your team if it has a small number of options and can't choose one to pursue. The individual nature of the ranking process also allows each team member to weigh in on the decision. Additionally, the PCA tool can be changed to suit the team's needs. The team can increase or lessen the number of options.

Where could your team have used this in the past? Where can the team use this tool in the future?

paired choice analysis form

1. First, list your Options here:

   Option A: _____

   Option B: _____

   Option C: _____

   Option D: _____

   Option E: _____

   Option F: _____

2. Next, for each pair below, circle the option you prefer, and enter a number in the "Value" column to indicate how strongly you feel about your choice. (3=very strongly prefer, 2=moderately prefer, 1=slightly prefer)

Option	Value	Option	Value	Option	Value	Option	Value	Option	Value
A/B		A/C		A/D		A/E		A/F	
		B/C		B/D		B/E		B/F	
				C/D		C/E		C/F	
						D/E		D/F	
								E/F	

3. Add up each team member's option total score, and then add them all together. Total Scores for:

   Option A ____

   Option B ____

   Option C ____

   Option D ____

   Option E ____

   Option F ____

4. Then rank the results! Our top choice: _____

   2nd choice: _____

   3rd choice: _____

   4th choice: _____

   5th choice: _____

   6th choice: _____

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activity 3

it's your choice

instant challenge

Your team is to choose 3 items and then present a funny PERFORMANCE in which you use the items as props in creative ways and tell a story that has a moral.

For the purposes of this Challenge, a "story that has a moral" is a skit that teaches a lesson.

time

You will have up to 1 minute to choose your items, up to 4 minutes to plan your PERFORMANCE, and then up to 2 minutes to present your PERFORMANCE.

the scene

Choose 3 items from the table and then plan and present a funny PERFORMANCE in which you use the items as props in creative ways. Remember, it's your choice! Be sure to tell the Team Manager the moral, or lesson, of your skit during the PERFORMANCE.

materials

On the table are eight items from which to choose. None of the items may be damaged. Your team will have a piece of paper and pencil to use as you plan and present your PERFORMANCE.

scoring

A. 10 points if your story has a moral (teaches a lesson).

B. Up to 10 points (30 points maximum) for how creatively you use each of the items as props.

C. Up to 10 points for how funny your PERFORMANCE is.

D. Up to 30 points for the creativity of your PERFORMANCE.

E. Up to 20 points for how well your team works together.

How successful is your team with each different type of *Instant Challenge*? Does the team prefer one type to the others? What are ways your team can improve in those other types?

activity 4

work on your team challenge

Again, allow the team some time to work on its *Team Challenge* solution, and facilitate as necessary. Here are some points for the team to consider:

- Check your team calendar. Are you on track? Have things changed? Should you adjust your timelines or set new deadlines? Have you done any of the fun things you thought of earlier?
- Can you think of your ideal solution? What are ways your team can achieve that ideal?
- Has your team revisited the integration of *Side Trips* into the *Team Challenge*?
- Have you checked the Published Clarifications? Have Clarifications changed your team's approach in any way?

Don't worry if your team isn't as far along as you would like them to be. Remember: the value of this program lies in the way it allows teams to solve problems on their own. Each team operates its own way!

stage 3: session 4
things to do before the session

gather materials

	set of markers		3 rubber bands
	stack of plain white paper (about 20 sheets)		3 pieces of paper
	pencils and pens		2 paper cups
	stopwatch		8 mailing labels
	masking tape		4 paper clips
	1 spoon		3 pingpong balls
	1 pair of chopsticks (or pencils)		

print copies, etc.

	print a copy of "Pingpong Launch" (p. 118-119) for the team
	be aware of the setup required for "Pingpong Launch" (p. 118-119)

activity 1

living sculpture

"Living Sculpture" is an activity to help your team practice improvising and incorporating each team member in a performance. It's also a great, lighthearted way to start this session.

Divide everyone into two teams. The first team will pretend to be sculptures in a museum. One member of the second team will pretend to be a museum tour guide, and the rest of the team members on the second team will pretend to be art critics. The second team will leave the room, and without talking, the first team must strike a variety of poses, much like a sculpture exhibit in a museum. Then the second team will come into the room and comment on the exhibit. Repeat the process as though the second team is walking through the museum commenting on all the pieces. After you're finished, switch roles and play again!

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activity 2

pingpong launch

instant challenge

Your TASK is to create a launching device and then use this device to launch pingpong balls.

time

Your team will have up to 4 minutes to create a device to launch pingpong balls, and then up to 2 minutes to use the device to launch pingpong balls for score.

setup

On the ground is a 1ft x 1ft (30cm x 30cm) taped area in which the team's launching device must be placed. 7ft (2.14m) away from the launching area is a 2ft (60cm) diameter circle that will serve as the target area.

procedure

Part One (4 minutes): Your team will design and build a launching device to launch pingpong balls from the launching area into the target area. You can use this time to test your device.

Part Two (2 minutes): Your team will launch pingpong balls for score. You will be scored on how many pingpong balls initially hit inside the circle. Your team may not touch the pingpong balls while you are launching them for score. Your team may retrieve launched pingpong balls and relaunch them.

materials

- 1 spoon
- 1 pair of chopsticks (or pencils)
- 3 rubber bands
- 2 paper cups
- 3 pieces of paper
- 8 mailing labels
- 4 paper clips
- 3 pingpong balls

activity 2

pingpong launch (cont'd)

scoring

A. Up to 3 points (60 points maximum) for every pingpong ball that lands inside the circle.

B. 20 points for the creativity of your launching device.

C. 20 points for how well your team works together.

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activity 3

work on your team challenge

Again, give your team time to work on its *Team Challenge* solution. Facilitate as necessary. Here are some points to consider:

- Has your team experienced conflict? What are ways that you can work out conflict when it arises in the future? Can you think of safe words, phrases or activities that would help break the tension so you can focus on the problem?
- What are your team's top priorities?
- Does your team need to acquire any new skills? What are ways to learn the skills needed?

Remember your Interference contracts! Destination ImagiNation's Interference policy is very important as the team continues to develop its *Team Challenge* solution. Make sure to facilitate your team's needs, but do not suggest or offer solutions.

activity 4

upkeep

Allot some time for your team to catch up before you move into the fourth stage. Here are some things to do if you haven't already done them:

- Review the activities you've done in *Roadmap*. How is your team doing overall? What are the team's strengths at this point in the process? Where might the team improve?
- Is the team effectively focusing its ideas into solutions? Can you think of ways to improve this process? It's important to remember that problem solving is a fluid process. Can you think of an instance when your team benefitted from returning to idea generation?
- Review the *Rules of the Road*. Is your team prepared for a Tournament? Have you also revisited Clarifications to make sure your solution fits within the guidelines of the *Team Challenge*?
- As a Team Manager, it is your responsibility to register your team for competition. Each Region and Affiliate has different registration procedures, so you will need to get in touch with a Tournament Director to make sure your team is ready and scheduled for the Tournament. Your Affiliate Director can direct you to the right contact person. A full list of Affiliate Directors is available on the Destination ImagiNation Web site: www.IDODI.org.

Congratulations on completing the third stage! Write any notes or paste a picture in this space!

_____

_____

_____

_____

stage 4

stage

4

ready, set, go!

preparing for your tournament

goals

1) do your homework
2) inform parents

This portion of the *Roadmap* is less prescriptive than in earlier stages. At this point, your team should be focused on its *Team Challenge* and preparing for its performance at a Tournament. As you near Tournament time, it's important to remember to let the team work at its own pace. Each team operates differently. In this stage, help your team practice and prepare, and remind team members of important deadlines. Also keep in mind that your team may need to do some fundraising to help alleviate travel costs.

stage 4: session 1
things to do before the session

gather materials

	set of markers		1 sheet of newspaper
	stack of plain white paper (about 10 sheets)		6 straws
	pencils and pens		2 paper cups
	stopwatch		3 index cards
	masking tape		1 pencil
	2 hardcover books (of the same height)		2 pipe cleaners
	3 paper clips		4 mailing labels
	2 envelopes		2 plastic forks

print copies, etc.

	print a copy of "Horizontal and Vertical" (p. 126-127) for the team
	be aware of the setup required for "Horizontal and Vertical" (p. 126-127)

activity 1

score check

In this stage, your team should be working toward finishing its *Team Challenge* solution. Team members at this point in the process typically juggle many roles, ideas and responsibilities, and they may feel the stress of the upcoming Tournament.

To keep the team on point, ask the team to take time to review the score breakdown of its chosen *Team Challenge*. Is the team focusing on earning the highest score possible? If not, what elements could use stronger or weaker emphasis? If the team had to finish its solution by tomorrow, on what would it focus most of its energy?

It's important for the team to remember how the Appraisers will award score. By reviewing the score breakdown of the Challenge, the team can better determine how to spend its time and energy. This lesson applies to *Instant Challenges* too!

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activity 2

horizontal and vertical

instant challenge

Your TASK is to build 2 freestanding structures that are as tall as possible. One structure will become a bridge that supports the other structure.

For the purpose of this Challenge, "freestanding" means that the structures are not attached to anything.

time

You will have up to 5 minutes to build the structures, and then up to 2 minutes to move the structures to new positions.

setup

In the center of the room is a table with materials and two 12in x 12in (30.48cm x 30.48cm) taped squares. On a second table stand 2 hardcover books on end, separated by a 12in (30.48cm) gap.

procedure

Part One (5 minutes):

- Use the materials to build 2 freestanding structures that are as tall as possible. Each structure needs to be placed inside one of the taped squares.
- You will be warned when you have 1 minute remaining and 30 seconds remaining. You must have at least one structure within a taped area at the end of Part One to proceed to Part Two. At the end of Part One, the Team Manager will measure the heights of each structure.

Part Two (2 minutes):

- Move the structures into new positions. One of the structures must be turned horizontally to span the gap between the 2 books. The books may NOT be moved.
- The other structure must be placed vertically on top of the first structure so that it is in the center of the gap between the 2 books. You can choose which structure to place horizontally and which to place vertically. Pieces of the structures may fall off as they are being moved to their new positions, but you may NOT rebuild either of the structures.
- Time will end at 2 minutes, or earlier if the team wishes. The second structure must be supported for at least 10 seconds to receive score.

activity 2

horizontal and vertical (cont'd)

materials

- 1 sheet of newspaper
- 6 straws
- 2 paper cups
- 3 index cards
- 1 pencil
- 2 pipe cleaners
- 3 paper clips
- 4 mailing labels
- 2 envelopes
- 2 plastic forks

scoring

A. 1 point (40 points maximum) for each inch (2.5cm) of height of your structures at the end of Part One.

B. 10 points if one structure spans the gap horizontally.

C. 10 points if one structure sits vertically on top of the horizontal structure in the center of the gap.

D. Up to 20 points for how creatively you attempt to solve the TASK.

E. Up to 20 points for how well your team works together.

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activity 3

work on your team challenge

Before the team begins work on its *Team Challenge* in this session, have team members talk about the progress they've made so far. Do the team members remember their first sessions together? How have they changed since then? What moments do team members remember most?

Take the time to discuss the future. What do team members think will be the biggest obstacles between now and a Tournament? What are ways that the team can attack those obstacles, or bypass them? What does each team member hope to accomplish by the end of the season?

Also, make sure your team considers travel. Can your team's materials and props fit into a car, truck or van? How can elements be adjusted to make travel easier?

stage 4: session 2
things to do before the session

gather materials

	set of markers
	stack of plain white paper (about 10 sheets)
	pencils and pens
	stopwatch

print copies, etc.

	download and print the *TravelGuide for Teams* from the quick links module on www.IDODI.org
	print a copy of the *Tournament Data Form(s)* found at the end of the team's chosen *Team Challenge*
	print a copy of the *Declaration of Independence* found near the end of the *Rules of the Road*
	print a copy of the *Expense Report* found near the end of the *Rules of the Road*

activity 1

the foley of man

A Foley artist is the person who makes sound effects for movies. Today, your team is going to try your hands at being Foley artists!

The team must separate into two groups: the Foley artists and the actors. Take a few minutes to plan and practice a short performance that incorporates at least 4 sound effects. The subject matter isn't important as long as the performance has a beginning, middle and end. Your Foley artists can use the materials around the room to help make their sound effects. If you want to, reverse roles and try again!

Take some time to get comfortable with performances! Your team won't know the type of *Instant Challenge* it will face at the Tournament. You'll also have to present your solution to a live audience. Work to learn the rhythms of working with your teammates, and build trust in improvisation and presentation!

activity 2

review the travelguide for teams

The *TravelGuide for Teams* is a resource published annually to help teams prepare for Tournaments. It is typically available in January, when you can find it on www.IDODI.org for download. *The TravelGuide for Teams* provides information about Tournament Officials, lists Challenge site procedures and offers sample scoring rubrics. It also provides information related to keeping your team supporters informed.

It's important you understand the procedures of your Tournament before you arrive. What is the check-in procedure for your *Team Challenge*? What is the check-in procedure for *Instant Challenge*? How is teamwork scored at a Tournament? How about creativity?

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activity 3

fill out your paperwork

Your team will need to prepare and bring copies of all required forms for the Tournament. At every Tournament level, you will need hard copies of the following forms:

- *Tournament Data Form* (five copies): A two-page form found at the end of your chosen *Team Challenge.*
- *Declaration of Independence* (two copies): Your Tournament will require two copies of the team version of this form. It can be found near the end of the *Rules of the Road*.
- *Expense Report* (one copy): This report verifies the cost of your *Team Challenge* solution. It can be found near the end of the *Rules of the Road*. (Note: This form is not required for the Improvisational Challenge.)

Take some time to fill out the forms, make copies and keep them in a safe place where you'll remember them! If you are not able to fill out the details entirely, add a date to your team calendar to remind you to fill them out.

Interactive Tournament forms are available for download at www.IDODI.org. After your team has decided on what it will include on each form, you can enter that information into the interactive form and print it. This will ensure that Tournament Officials can read your information, and it will make their job much easier!

activity 4

work on your team challenge

As you near the Tournament, make sure the team continues to work on the *Team Challenge*. Between now and the Tournament, your team will likely feel a time crunch. Make sure to stay focused on the tasks that your team needs to accomplish, and make sure you practice and develop your Presentation.

Is your team's calendar up to date? How long does your team have to finalize the *Team Challenge* solution? Make any necessary adjustments and work together to accomplish your goals!

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stage 4: session 3
things to do before the session

gather materials

	set of markers		6 craft sticks
	stack of plain white paper (about 10 sheets)		4 mailing labels
	pencils and pens		3 Styrofoam peanuts
	stopwatch		1 piece of bubble wrap
	tub or bucket of water (you can also use a plugged sink)		4 straws
	3 golf balls		12 paper clips
	35 marbles		1 piece of foil
	1 Styrofoam cup		1 piece of wax paper
	12in (30cm) of string		

print copies, etc.

	print a copy of "Send Them Under" (p. 136-137) for the team
	consider purchasing a copy of the "*Team Challenge* and *Instant Challenge* Tournament Performances" DVD from www.ShopDI.org
	review the rules of Interference (in *Rules of the Road*) for a refresher

activity 1

create a toolkit

Be aware that transportation of props, backdrops, technical elements and other Presentation materials can often cause problems. Your team should work on preparing for any potential difficulties before you travel to your Tournament. For example, your team could practice disassembling and reassembling props for transport. Additionally, your team should discuss any complex elements that may cause difficulties.

What are the potential elements of your *Team Challenge* solution that may fail? What tools would be required to fix those elements? What tools do you need for general upkeep and maintenance?

Many teams create travel toolkits for Tournaments to help them solve problems on the road. You can pack replacement parts, needed tools and anything else the team may need just in case you encounter any trouble.

Take time to generate a list of items to include in your toolkit, and write your list here!

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activity 2

send them under

instant challenge

Your TASK is to build 3 devices that will each float in a tub and each hold a golf ball. Then you will add as few marbles as possible to each flotation device to "send them under."

For the purpose of this Challenge, "send them under" means to have the flotation devices with the golf balls be completely under water.

time

You will have up to 7 minutes to design and build your 3 flotation devices, and up to 1 minute to "send them under."

setup

There is a tub of water in the middle of room in which to float your flotation devices. Next to the tub is a table with materials you may use to build your flotation devices, as well as 3 golf balls and some marbles.

procedure

Part One (7 minutes):

- Using the materials provided, build 3 devices that will each float in the tub and each hold a golf ball. You will want to design the flotation devices so that by adding just a little weight, the flotation device with a golf ball will be completely underwater.
- You will be warned when you have 1 minute remaining and 30 seconds remaining in Part One.

Part Two (1 minute):

- Add marbles one at a time to each of the flotation devices to "send them under."
- When adding marbles to the flotation devices, you may NOT touch the devices, the tub or the water. You must drop each of the marbles into one of the flotation devices from a distance of 1-2in (2.5cm to 5cm) above the device.
- You will receive more points for fewer marbles to "send them under."

activity 2

send them under (cont'd)

materials

- 1 Styrofoam cup
- 12in (30cm) of string
- 6 craft sticks
- 4 mailing labels
- 3 Styrofoam peanuts
- 1 piece of bubble wrap
- 4 straws
- 12 paper clips
- 1 piece of foil
- 1 piece of wax paper

scoring

A. 10 points (30 points maximum) for each flotation device with a golf ball floating in the tub at the end of Part One.

B. Up to 10 points (30 points maximum) for the creativity of each of the flotation devices.

C. Variable points (30 points maximum) for the number of marbles that it takes to sink each flotation device: 1 to 3 marbles – 10 points; 4 to 6 marbles – 5 points; 7 to 10 marbles – 3 points; more than 10 marbles – 1 point.

D. Up to 20 points for how creatively you use the provided materials to attempt to solve the TASK.

E. Up to 20 points for how well your team works together.

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activity 3

watch presentation examples

Your team may benefit from watching team Presentations from past Tournaments to see how teams approach Challenges. A great resource is the DVD "Team Challenge and Instant Challenge Tournament Performances," which is a collection of Global Finals Presentations from every type of *Team Challenge* as well as *Instant Challenge*. You can purchase the DVD on www.ShopDI.org. You may also be able to find Presentations from past seasons that teams have posted on online video sites.

Watching other team Presentations can help both new and old teams understand what may be expected of them at Tournament. When watching, make sure the team remembers the rules of Interference. Team Presentations should be viewed in a broad sense—what they look like, how the teams perform, what the Presentation Sites look like—rather than be viewed for the purpose of repurposing ideas.

What did the team learn from watching Performances?

activity 4

plan a dress rehearsal

Dress rehearsals help teams polish any rough patches in their solutions. Your team can learn how audiences respond to particular sections of the Presentation, and it can also learn where team members seem to have trouble. It is important for your team to become comfortable with the performance time, setup, audiences and live performance. You can invite parents, friends or other family members to see the show. You can even make it an event!

A dress rehearsal can also be a great chance for the Team Manager to share information with parents or people interested in going to the Tournament. If you can, provide Tournament information, performance times, travel information and any other information parents may need.

When performing your dress rehearsal, make sure to remember the rules of Interference. Inform, or remind, audience members about the rules, and make sure they don't provide input regarding the team's solution. The audience can cheer or celebrate along with the team, but the team's solution is the team's alone. Afterward, the team should discuss its performance on its own.

It is also helpful for the team to generate a list of things that could go wrong with the performance. That way the team can prepare for potential mishaps. Additionally, it can be helpful to have the team perform while the Team Manager "sabotages" the performance. The Team Manager calls, "Time Out!" and then can remove an element of the performance by pulling an extension cord from the wall, physically removing an item or doing something similar.

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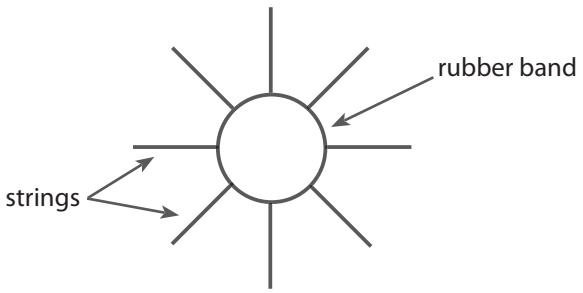
stage 4: session 4
things to do before the session

gather materials

	set of markers		1 standard-sized, thick rubber band
	stack of plain white paper (about 10 sheets)		1 12in (30cm) piece of string per team member
	pencils and pens		1 piece of poster paper
	stopwatch		4 pairs of scissors
	10 16oz plastic cups		1 piece of newspaper
	blackboard, whiteboard or flip chart (and something to write with)		

print copies, etc.

	For "Stack 'Em Up," tie each piece of string to the rubber band in equally spaced intervals. The resulting device should resemble a child's drawing of the sun. (See below.)
	make a copy of "Get Real" (p. 142) for the team



activity 3

stack 'em up

Place a stack of 10 plastic cups upside down on a table. Work together as a team and use only the rubber-band-and-string device provided (p. 140) to stack the cups into a pyramid. The pyramid should have four cups on the bottom row, three on the next row, two in the next row, and one cup on the top row. Each team member must hold his or her string by its loose end.

The team may take 1 minute to plan, and then the team will have 6 minutes to build the pyramid. The team may not talk when it is stacking the cups.

Feel free to try this activity again. Can the team build the pyramid faster the second time? For a change of pace, try leaving the stack of cups in the same place, but ask the team to build the pyramid across the room. The team can also flip the stack of cups, so the cups are right side up, to make the activity more difficult.

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activity 2

get real

instant challenge

You are to present a funny PERFORMANCE in which you show a reality television show where everything goes wrong.

time

You will have up to 5 minutes to create your reality show, plan your PERFORMANCE and make props, and then up to 2 minutes to present your PERFORMANCE.

the scene

Your team is to create a funny skit about an imaginary or actual reality television show where everything goes wrong. Be sure to make some props to help in your PERFORMANCE.

materials

- 1 piece of poster paper
- 4 pairs of scissors
- markers
- 1 piece of newspaper

The scissors and markers may NOT be part of your PERFORMANCE. Your team also will have a piece of paper and pencil to use as you plan and present your PERFORMANCE.

scoring

A. Up to 20 points for the creativity of what goes wrong in your reality television show.

B. Up to 20 points for the creativity of your props.

C. Up to 20 points for how funny your PERFORMANCE is.

D. Up to 20 points for the creativity of your PERFORMANCE.

E. Up to 20 points for how well your team works together.

activity 3

last list

On a blackboard, whiteboard or flip chart, ask your team to generate a list of things they have learned over the course of this season. What is something that your team learned about science? How about something your team members learned about each other? What is something the team learned thanks in part to someone they didn't know beforehand? Generate as many items as possible, and make sure your team tries to remember every new piece of knowledge. In stage five, use your list as a centerpiece for your celebration!

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activity 4

upkeep

Devote the rest of the time for your team to catch up before you travel to a Tournament. Here are some things to do if you haven't already done them:

- Make sure your paperwork is complete and you have the correct number of copies of each form. (See p. 132 for a list.)
- Check Published Clarifications to make sure the team's solution is within guidelines.
- Reread the *Rules of the Road* and the *Team Challenge*. Is the team ready to go? Does the team have everything required?
- Inform parents and supporters about the location and time of the team's Presentation. Organize travel as necessary.
- Practice breaking down, packing and rebuilding your *Team Challenge* Presentation materials. Use the vehicle(s) you plan on taking to the Tournament.
- Compile your toolkit. (Don't forget the duct tape!)
- Smile and have fun!

stage 5

stage

5

celebrate!

goals

1) enforce the process
2) celebrate what the team has accomplished
3) thank your supporters

Congratulations on completing the Destination ImagiNation season. We hope the experience was worth your effort, and we cannot thank you enough for supporting our program!

goal 1

enforce the process

Make sure your team takes time to discuss the process it went through this season. Team members can learn a lot from sitting down to talk.

As the Team Manager, put effort toward promoting discussion and open conversation after the Tournament. Your team should be encouraged to talk about any rough patches, successes and stressful moments. Have a team member take notes for next season.

goal 2

celebrate what the team has accomplished

Regardless of your team's placement in the Tournament, you should emphasize all the team has accomplished over the course of the season. Your team has learned a tremendous amount over the last few weeks, and team members have undoubtedly grown personally. Have a party to celebrate everything the team has accomplished, and use your "Last List" (p. 145) as a centerpiece! You can even include a funny awards ceremony!

goal 3

thank your supporters

Make sure your team takes the time to acknowledge your supporters. Destination ImagiNation is a community-based program, and teams couldn't succeed without support from family, friends and community members. Consider doing what many teams do: write thank-you notes or send cards to offer your gratitude.

BETA

ROADMAP

DestinationImagiNation®

***Roadmap* is a guidebook designed to help Destination ImagiNation (DI) Team Managers navigate their teams to a Tournament through 16 team sessions.**

Thank you for helping us with the beta version of *Roadmap*. Any comments on how Roadmap could be improved, or feedback centered on what worked for your team, would be greatly appreciated. We are excited to know what you think!

Submit your feedback to roadmap@dihq.org!

unidentified moving object
technical

spinning a tale
scientific

triple take road show
fine arts

mythology mission
improvisational

verses! foiled again!
structural

dynamic networks
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